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EXTERNAL ADVISORY PANEL MINI SUMMIT 1996

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External Advisory Panel - Mini Summit - Education Group - 1996

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**EXTERNAL
ADVISORY
PANEL**

**MINI
SUMMIT**

1996

**EDUCATION
GROUP**

External Advisory Panel on Education

<u>Member</u>	<u>Telephone</u>	<u>Fax</u>
<p>Dr. R.V. Vaidyanatha Ayyar Additional Secretary of Education Ministry of Human Resource Development Government of India, Shastri Bhavan New Delhi 110 001 INDIA</p> <p>Contact: By Pouch - Resident Rep. Adrian Verspoor</p>	<p>91-11-338-3202</p> <p>91-11-461-9491-93 91-11-461-9496-98 91-11-461-7241-44 91-11-461-0210-26</p>	<p>91-11-338-1355 Telex:-31-61336</p> <p>91-11-461-9393</p>
<p>Minister Jo Ritzen Minister of Education, Culture and Sport P.O. Box 25000 2700 LZ Zoetermeer THE NETHERLANDS</p> <p>Contacts: Bart Zijlstra Directorate of Strategy International Policy Division Ministry of Education</p> <p>Marinus van Wier First Secretary (Economic)</p> <p>Paul M. op den Brouw Counselor for Science and Technology Royal Netherlands Embassy 4200 Linnean Avenue, NW Washington, DC 20008</p>	<p>31-79-323-2323</p> <p>31-79-323-3874 31-23-524-4335 (home)</p> <p>202-244-5300</p> <p>202-323-3874</p>	<p>31-79-323-2320</p> <p>31-79-323-3577</p> <p>202-966-0728</p>

External Advisory Panel on Education

<u>Member</u>	<u>Telephone</u>	<u>Fax</u>
<p>Mrs. Mary Futtrell Dean, Graduate School of Education and Human Development George Washington University Suite 206 2134 G Street, NW Washington, DC 20052 or Head Education International International Teachers Group</p> <p>Contact: Beatrice Bugnosen</p>	202-994-6161	202-994-7207
<p>Minister Jose Joaquin Reid Brunner Ministro Secretario General del Gobierno Palacio de Gobierno Santiago CHILE</p> <p>Contact: Jimena Velasco</p>	562-690-4160	562-699-1657
	562-690-4161	

The World Bank
Washington, D.C. 20433
U.S.A.

David de Ferranti
Director
Human Development

April 30, 1997

Dr. R. V. Vaidyanantha Ayyar
Additional Secretary of Education
Ministry of Human Resource Development
Government of India, Shastri Bhavan
New Delhi 110 001
India

Dear Dr. Ayyar:

Thank you for your letter and I am glad that you found attending our HD week a useful experience. I would like to take this opportunity to thank you personally for your contributions to the External Advisory Panel and to the Panel discussion at HD Week. I agree with you that the External Advisory Panel is a useful innovation, as you say, it brings together a number of different perspectives on education from around the world. I know that the Bank's Education Sector Board finds the meeting stimulating and challenging.

I was interested in your suggestion that we invite member countries as observers to the HD Sector Week. We do in fact invite a number of the Bank's locally employed field staff from our residents missions to the HD Week. Seventy-nine Bank field staff from over 50 countries joined us this year. I am not sure if we could accommodate more people to the HD Week held in Washington; this year a total of 700 people attended and well over 100 were outside participants.

However, you may be interested to hear that the Education Sector Board was discussing a similar idea at one of its recent meetings. The Board proposal was to organize a mini-HD week in a client country; to provide training to Bank resident mission staff in the field; and, extend the invitation to local people working in education in the region.

We have many challenges ahead and I am delighted that the Bank can call on people like you to help our mission.

Thanks again for your recent visit. It was good to get together again and benefit from your insights and leadership.

Sincerely,

A handwritten signature in black ink, reading "David de Ferranti". The signature is written in a cursive style with a long horizontal stroke extending to the right.

David de Ferranti
Director
Human Development

Dr. R.V. Vaidyanatha Ayyar

- 3 -

April 30, 1997

Kyriakos Andrea-Maria Georgiades
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April 30, 1997 12:55 PM

THE WORLD BANK GROUP
Headquarters: Washington, D.C. 20433 U.S.A.
Tel. No. (202) 477-1234 • Fax (202) 477-6391 • Telex No. RCA 248423

FACSIMILE COVER SHEET AND MESSAGE

DATE: April 28, 1997 **NO. OF PAGES:** 1 **MESSAGE NO.:**
(including cover sheet)

TO: Mrs. Diallo Hadja Aicha-Bah **FAX NO.:** (33) 01.45.68.56.26/7/8
Title: Director, Division of Basic Education
Organization: UNESCO
City/Country: France

FROM: Margaret Amaral **FAX NO.:** (202) 202-522-3233
Title: Secretary, Telephone: (202) 202-458-7399
Dept/Div: Education Sector Board Dept./Div. No.: 693/10
Room No.: J3-069

SUBJECT: Expenses: Concordia Apartments

MESSAGE:

Dear Ms. Aicha-Bah,

Thank you very much for sending me over the receipts and information necessary for reimbursement of expenditures.

After contacting the Concordia, I realized that you have paid for the accommodation using your personal credit card. Please, could you send us that receipt as well so that we can reimburse you for all expenses you incurred.

Thank you for your kind letter. It was a pleasure to meet you.

Your sincerely,



Margaret Amaral
Education Sector Board

Transmission authorized by:

If you experience any problem in receiving this transmission, inform the sender at the telephone or fax no. listed above.

Kyriakos Andrea-Maria Georgiades
K:\STAFF\KYRIAKOS\EAP\LETTERS\AYESHA.FAX
April 28, 1997 5:10 PM

HDD 69305

(AUTO)

THE FOLLOWING FILE(S) ERASED

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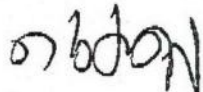
ERRORS

- 1) HANG UP OR LINE FAIL
- 2) BUSY
- 3) NO ANSWER
- 4) NO FACSIMILE CONNECTION

If you experience any problem in receiving this transmission, inform the sender at the telephone or fax no. listed above.

Transmission authorized by:

Margaret Amara
Education Sector Board



Your sincerely,

After contacting the Concordia, I realized that you have paid for the accommodation using your personal credit card. Please, could you send us that receipt as well so that we can reimburse you for all expenses you incurred.

Thank you for your kind letter. It was a pleasure to meet you.

The World Bank

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

1818 H Street N.W.
Washington, D.C. 20433
U.S.A.

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

April 23, 1997

Mr. Bart Zijlstra
Directorate of Strategy
International Policy Division
Ministry of Education
P.O. Box 25000
2700, LZ Zoetermeer
The Netherlands

Re: External Advisory Panel Expenses, 22-24 March, 1997

Dear Mr. ~~Zijlstra~~, *Bart*

Just a reminder to send us the original ticket stubs for Minister Ritzen's flight to Washington, DC.

Unfortunately our finance department needs the original ticket stubs in order to reimburse. I sent through Minister Ritzen's boarding passes, but, they do not give the cost of the airfare. Please can you let us know the cost, if possible by sending the original ticket stubs.

I am sorry to bother you with this bureaucratic detail, but the Bank like all large organizations has its own set of rules and regulations.

Sincerely,



Maggie Amaral
Secretary,
Education Sector Board

Mr. Bart Zijlstra

-2-

April 23, 1997

Kyriakos Andrea-Maria Georgiades
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April 23, 1997 5:45 PM

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INTERNATIONAL DEVELOPMENT ASSOCIATION

1818 H Street N.W.
Washington, D.C. 20433
U.S.A.

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

April 23, 1997

Ms. Jimena Velasco
Assistant, Minister Secretario General del Gobierno
Palacio de Gobierno
Santiago
CHILE

Re: External Advisory Panel Expenses, 22-24 March, 1997

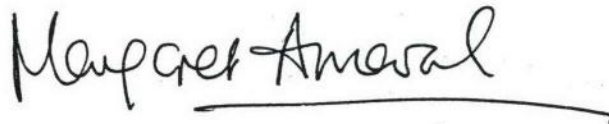
Dear Ms. Velasco,

Thank you for your fax and the photocopies of Minister Brunner's expenses in Washington, DC, 22-24 March, 1997.

Unfortunately, the photocopies you sent were unclear, and our finance department was unable to read the figures. Please could you send the original ticket stubs to speed up this process.

I am sorry to bother you with this bureaucratic detail, but the Bank like all large organizations has its own set of rules and regulations.

Sincerely,



Maggie Amaral
Secretary,
Education Sector Board

Kyriakos Andrea-Maria Georgiades
K:\STAFF\KYRIAKOS\EA\EXPENSE\BRUNNER.LTR
April 23, 1997 5:28 PM

The World Bank

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1818 H Street N.W.
Washington, D.C. 20433
U.S.A.

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

April 23, 1997

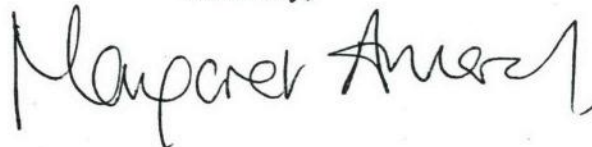
Ms. Beatrice Bugnosen
Assistant to Dean, Graduate School of Education
and Human Development
George Washington University
Suite 206
2134 G Street, N.W.
Washington, DC 20052

Re: External Advisory Panel Expenses - 23-34 March, 1997

Dear Ms. Bugnosen,

Please can you let me know if Mary Futrell incurred any expenses as an External Advisory Panel member and Speaker at the HD Sector Week in Maryland. I am afraid the Bank requires original receipts, if this is a problem please let me know.

Sincerely,



Maggie Amaral
Secretary,
Education Sector Board

Ms. Beatrice Bugnosen

-2-

April 18, 1997

Kyriakos Andrea-Maria Georgiades
K:\STAFF\KYRIAKOS\EA\EXPENSE\FUTTRELL.DOC
April 23, 1997 1:02 PM

The World Bank

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

1818 H Street N.W.
Washington, D.C. 20433
U.S.A.

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

April 23, 1997

Ms. Helen Fitch
Assistant to Chief, Education Cluster
UNICEF
3 UN Plaza, TA 26 A
New York, NY 10017

Re: External Advisory Panel Expenses - 23-34 March, 1997

Dear Ms. Fitch,

I am sorry about the muddle over Fay's expenses. I still can not understand why she was charged for attending the HD Sector Week Conference. I do hope that is now sorted out. The Bank still owes Fay other expenses. Please can you let me know what is still outstanding(I have the receipt for the taxi fare), so that no further errors are made.

Sincerely,



Maggie Amaral
Secretary,
Education Sector Board

Ms. Helen Fitch

-2-

April 18, 1997

Kyriakos Andrea-Maria Georgiades
K:\STAFF\KYRIAKOS\EA\EXPENSE\FAY.DOC
April 23, 1997 9:35 AM

A L - I N - 1 N O T E

DATE: 18-Apr-1997 05:03pm

TO: David de Ferranti

(DAVID DE FERRANTI)

FROM: Maris O'Rourke, HDED

(MARIS OROURKE)

EXT.: 37096

SUBJECT: External Advisory Panel costs

Hi Dave

Cost of the Panel was \$24,840.96 all up - we got \$13,550.00 from LLC by piggybacking on HD week - so we have a shortfall of \$11,290 (which is basically the costs for Brunner who couldn't stay for HD week and the cost of the Watergate conference rooms and catering)

thanks

Maris

CC: MARIS OROURKE

(MARIS OROURKE)

CC: RUTH KAGIA

(RUTH KAGIA)

CC: BRUNO LAPORTE

(BRUNO LAPORTE @A1@WBWASH)

CC: STEPHEN HEYNEMAN

(STEPHEN HEYNEMAN @A1@WBWASH)

CC: HIMELDA MARTINEZ

(HIMELDA MARTINEZ)

CC: JAMES A. SOCKNAT

(JAMES A. SOCKNAT)

CC: DONALD WINKLER

(DWINKLER@WORLDBANK.ORG@INTERNET)

CC: ZENOBIA PANTHAKI

(ZENOBIA PANTHAKI)

CC: DORA V. HOLLISTER

(DORA V. HOLLISTER @A1@WBWASH)

CC: Rest of Distribution Suppressed

The World Bank
Washington, D.C. 20433
U.S.A.

DAVID de FERRANTI
Director
Human Development

April 21, 1997

Minister Jo Ritzen
Minister of Education, Culture and Sport
P.O. Box 25000
2700 LZ Zoetermeer
The Netherlands

Dear Jo,

Thanks again for your recent visit. It was good to get together again and benefit from your insights and leadership.

Thanks also for your letter of 11 April, 1997 and the draft of the *Report of the External Advisory Panel on Education to the World Bank, 1997*. I am pleased to see the Panel doing its job in pointing out where we can and should improve. The process is working! We have a few suggestions --presented below-- including some that we feel are important for accuracy, and some that are minor but will help get the messages across. But overall, we are in agreement with the findings.

We certainly appreciate being consulted. Our comments and suggestions follow.

1) Letter to Mr. Wolfensohn.

I feel the last paragraph could be strengthened with the following changes.

First sentence to read:

A central issue in our discussions turned out to be the Bank's comparative advantage in education.

This would improve clarity. The current wording "position with regard to" might confuse him.

Last sentence to read:

The panel supports the initiatives to strengthen the Bank's education staff as this is essential to the implementation of your vision of a Knowledge Bank.

This would acknowledge his vision, leadership, and actions to date.

2) The draft Report.

Introduction.

Paragraph 3 as it stands is inaccurate. The comments the Panel heard about the decline in lending were incomplete. We suggest the following:

In this respect, the advisory panel was somewhat concerned about a projected decline in education lending for FY97 as this seemed a contradiction. However, we understand that it will increase again from FY98 on and return to \$2 billion per year.

We can provide all the figures, etc., if you would like more details on this.

Paragraph 4.

The Sector Assistance Strategy (SAS) is now called the Sector Strategy Paper (SSP).

Issue 1.

Paragraph 2 doesn't acknowledge the enormous moves that have been made over the last year with the establishment of the Networks. We in education pioneered the first Network Knowledge Management System which, together with some other Bank initiatives in Knowledge Management, was recently 'benchmarked' by American Productivity and Quality Centre (APQC) as one of the top three with Arthur Andersen and Seguent (ahead of IBM for example!). The following change would be helpful:

2. The World Bank is now moving towards making better use of its enormous store of knowledge. There is probably no other institution in the world with such a variety of information on all sectors of many countries. The Bank enjoys a unique combination of money, knowledge and institutional expertise. This thrust on Knowledge Management for education should be expanded, speeded up and extended to external clients as soon as possible.

Then make a new point 3 with the last sentence of paragraph 2 as follows:

3. The World Bank's analysis has been strongly focused on economics. The socio-psychological and cultural aspects of education and of educational reform must be dealt with to the same depth of quality.

We like the rest of the report (paragraphs 3-29) just as it is. It will be extremely useful for furthering our work.

We feel some sort of concluding paragraph would help pulling it all together and saying something positive and affirming about the Bank's new approach to external partnerships; initiatives to renew staff through professional development, training and external recruitment; the thrust to become the Knowledge Bank; the focus on improving business processes and quality; and the work planned for FY98 to develop a sector strategy for education.

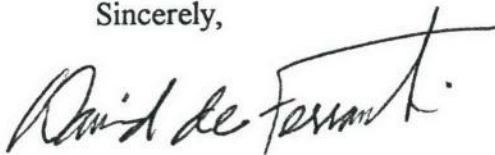
3) Membership of the External Panel.

We had spoken earlier about some rotation in the Panel membership to ensure fresh ideas and dynamism, while also providing for continuity. Could we talk further about that now -- perhaps by phone. We definitely want you to stay on as chair (couldn't live without it!). But, is it time now for some changes among the others?

In conclusion, can I thank you for the fine work you have done as chair of the panel; your excellent contribution to HD Week; and your unfailing support and guidance. It's much appreciated.

Kind regards,

Sincerely,

A handwritten signature in black ink, appearing to read "David de Ferranti". The signature is written in a cursive style with a prominent horizontal stroke at the end.

David de Ferranti

Kyriakos Andrea-Maria Georgiades
K:\STAFF\KYRIAKOS\EAP\DDF_JO.LTR
April 21, 1997 4:31 PM



MINISTER VAN ONDERWIJS, CULTUUR EN WETENSCHAPPEN

The World Bank
Director Human Development Department
Mr. David de Ferranti
1818 H.Street, N.W.
Washington D.C. 20433
USA

April 11, 1997

Dear David:

It is with great pleasure that I look back on our meetings during the second meeting of the Educational Advisory Panel and the Human Development Week.

Enclosed you will find a draft letter to Jim Wolfensohn to which a summary of the Panel's conclusions is attached.

To ensure that the views expressed in the letter are in line with your strategy on the position of education in the Bank, I would like to hear your comments before sending it to Jim Wolfensohn.

I look forward to hearing from you soon.

With best wishes,

Yours

J.M.M. Ritzen



MINISTER VAN ONDERWIJS, CULTUUR EN WETENSCHAPPEN

President of the World Bank
1818 H. Street, N.W.
Washington, D.C. 20433
USA

draft

April 11, 1997

Dear Mr. Wolfensohn,

Since the publication of the first report of the External Advisory Panel on Education in April 1996, the World Bank has embarked upon a major programme of institutional renewal and change. The creation of four networks in the Bank, including one for Human Development, promises to be an important step in efforts to ensure greater openness, closer interaction and greater effectiveness.

The External Advisory Panel on Education convened for the second time from March 23 to 24, 1997 to conduct an in-depth discussion on the Bank's educational loans policy and to submit recommendations on three specific issues relating to the World Bank's role in education, i.e. social cohesion, teachers and technology in education. The Panel, in its new, enlarged form, had two days of highly productive discussions with Maris O'Rourke and the members of the Education Sector Board. A list of the conclusions we reached is enclosed for your information.

A central issue in our discussions turned out to be the Bank's position with regard to education. The Panel is convinced that the Bank should play a more prominent role in this field, given growing private investment in physical infrastructure. The Panel attaches great importance to the development of the Bank into a Knowledge Bank, as this is an essential condition for the establishment of an organisation that takes account of the vital role education can play in country assistance strategies. In the Panel's view, extending the concept of the Knowledge Bank to education would entail strengthening the Bank's education staff.

Yours sincerely,

J.M.M. Ritzen

Introduction

The External Advisory Panel on education convened on March 23-24, 1997 to discuss, in part with the Education Sector Board, four issues related to the World Bank's role in education. These issues are:

1. The Bank's Comparative Advantage in Education and its Partnerships
2. Social cohesion
3. Teachers
4. Technology in education

It is the Panel's conviction that the World Bank's future is in education. Without proper education, the investments in infrastructure and technology won't last. Moreover in the field of loans for infrastructure projects the World Bank will be confronted with increasing competition of private banks.. In the field of education however there is no alternative for the World Bank.

In this respect the advisory panel is somewhat puzzled about the projected decline of the loan-volume for education. The panel thinks that this contradiction deserves the attention of the President and the Board of the World Bank.

The results of the discussion on these issues will be presented to the President of the World Bank Mr. James. D. Wolfensohn and can be used as an input to the Sector Assistance Strategy (SAS) for Education which will serve as a general framework for the Bank's work in education. The External Advisory Panel will be invited by the World Bank to comment on an early draft of this document.

Issue 1: The Bank's Comparative Advantage in Education and its Partnerships

1. There is a need to ensure that sufficient attention is given to social sector investment in a Bank which traditionally has taken investment in physical infrastructure as its domain. Those who are responsible in the Bank should have mechanisms to ensure that this happens for example by sharing powers to sign off projects and by means of clear guidelines for country assistance strategies (see also 5).
2. The World Bank could make better use of its enormous store of knowledge. There is probably no other institution in the world with such a variety of information on all sectors of many countries. The Bank enjoys a unique combination of money, knowledge and institutional expertise. However, the World Bank's knowledge is too focussed on economic analysis and often lacks adequate analysis of the socio-psychological and cultural aspects of education and of educational reform.

3. The concept of pilot projects is an extremely valuable one to help develop social policies. The Bank's overall approach should at least enable this to be done (with proper evaluation of pilots) if not positively encourage it.
4. The development towards a Knowledge Bank should take into account:
 - * the internal need to establish a learning organization within which the different fields of expertise will be integrated;
 - * the external need to pay attention to the importance of education as a part of country assistance strategies.

This development towards a Knowledge Bank is as much a matter of identifying how to do things as it is a matter of what to do. The development towards a Knowledge Bank should be made more concrete in terms of what this Bank should look like for education.

5. To operate as a Knowledge Bank it should be possible for countries which so wish to take advantage of that knowledge without also taking a Bank loan. Such technical assistance could itself be offered to a loan in its own right (eg. loans of 1-2 million dollars should be possible). This would be in addition to the Bank's traditional approach.
6. The World Bank should formulate guidelines for country assistance strategies in order to require that analytical attention is paid to education. This may or may not lead to Bank activity in the education sector but it is essential that the sector is considered in the context of a country's development. World Bank managers for a specific country should see the reinforcement of political priority for good education as an essential part of their role. Finally, the contributing countries to the World Bank should support this emphasis in education as an essential part of every country's development strategy.
7. The knowledge role of the World Bank ought to be strengthened in close collaboration both with developing countries and member states of the OECD. This should involve the identification of educational indicators which can be set alongside the economic indicators which are currently used. The World Bank can learn by studying the work of other organisations in this area. A more process-orientated programme will require comparative experience.
8. The latent demand for social infrastructure loans seems often to be obfuscated as a result of the dominant role of finance ministries in translating national needs into loan requests. It is important to look for procedures which create a wider focus for country needs. This should be clearly defined as one of the tasks of the Bank managers for specific countries and subsequently be embedded in country assistance strategies.

9. With its so-called structural adjustment programmes, the WB must continue to ensure that the dialogue with the countries concerned involves other players as appropriate (eg. NGOs, international agencies). Donor coordination is the legitimate responsibility of the country setting desired objectives and an implementation course. Within that, the role of the World Bank can be that of a process architect, based on agreement with the country concerned. Investment in the development of national or regional coordinating mechanisms should be considered, to make sure that the invested funds of the various agencies are being used efficiently. This coordination process should be in support of the country's own change strategy.
10. The requirements of a loan could usefully include a stipulation that the borrowing country should have in place a means of monitoring the effectiveness and efficiency of the programme for which the loan was made available. There should be a critical monitoring of changes introduced.
11. The notion of World Bank managers for specific countries is basically a good one. However, an important role for these managers should be to bring together those who are politically responsible for education and finance. It is obvious that Bank managers must also be supported structurally by local experts and by the best outside experts available. Local experts will provide the necessary cultural and other relevant background information, including language.
12. The independent evaluation of projects is vital in order to measure their longer-term effect. The goal over five years: well documented case studies with evaluations of successful and less successful projects. In order to receive this it is necessary to establish measurable clearly defined goals at the outset of projects.
13. Appropriate feed-back is necessary from implementation experiences in projects. The results of this should be fed into the promotion and reward structure of task managers in order to further enhance accountability.
14. The Panel appreciates the way in which NGO's are involved by the Bank in country programs. The room for delivery in this respect should be fully utilized.

Issue 2: Social Cohesion

15. The concept of reinforcing human rights concerns all the aspects of the work of the World Bank. Because of the highly political content of this concept the Bank should take its stand in accordance with UN-positions on this issue. The concept of social cohesion is more specifically related to the function of education in societies.

16. The World Bank should see education as a means to realize social objectives and that social objectives are as important as economic objectives. More specifically, the World Bank ought to recognize the potential contribution of education to social cohesion which in turn then contributes to the development of a country. Education can of course contribute to economic growth but also, and as importantly, to the development of the society as a whole.
17. In order to incorporate social cohesion as an important justification for loans, the identification of quantitative and qualitative goals is necessary. Qualitative arguments could be centred around issues like social balance, stability and integration as well as around issues such as fostering equity of access, increasing the amount of money directly spent on education per child and the quality of education.
18. Social assessments by the World Bank are becoming more important. The World Bank should further elaborate this issue in order to identify possible (procedural) criteria, standards and performance indicators. Such assessments need, of course, to be made alongside economic assessments. In addition the present emphasis on a neo-classical approach to economics should be complemented by analysis from other schools of economics so that the Bank can take advantage of the full range of possible points of view

Issue 3: Teachers

19. For the issue of teachers, the prior question should be how to deal with the learning needs of a particular country. In doing so the teacher should be regarded as part of the total educational system. The role of teachers should not be isolated from areas such as curriculum development and the restructuring of schools. The position of teachers should be taken into account in the context of a systemic approach to educational change.
20. Any strategy of educational change should include teachers, as individuals as well as a professionally organised group. This is a key to success. The World Bank can stimulate systemic education reform by giving information about the best way to include teachers in the process of change. The main thing is to provide countries with a whole range of experiences from different countries in different stages of educational development. In doing so it is very important to evaluate the effects of change vis a vis clearly stated educational performance indicators.
21. The World Bank should invest in its own development to a Knowledge Bank by providing its staff with the time and resources which are needed to integrate the impressive but badly organised data and information on the role of teachers in educational reform.

22. Special attention should be given to the position of teacher unions. Wherever possible they should always be positively involved in the process of change. It is the national government however that is politically responsible for the way in which the teacher unions are engaged.
23. One of the priorities of the World Bank should be to support the training and upgrading of teachers. Facilitating initial teacher training and dynamic systems of certification, rewarding and exchange could be an important part of that. Teachers should always feel invited to be actively engaged in educational change.
24. The teaching profession is to some extent a cultural phenomenon. The status of teachers, models for teacher training and the relationship between teachers and pupils are culturally determined. It is therefore a good idea to estimate what one could expect from such "agents of change" in a given culture. Without the proper context (one that fits the system, the pedagogic plan), individual teachers will be in conflict with their environments.

Issue 4: Educational Technology

25. There are many ways in which various types of technology can contribute to the development of education. While distance learning is one of these, the scope for other technologies to improve the quality of education also needs to be fully recognized not least at a relatively low level of technological sophistication.
26. The introduction of new technology to support a country's education should only be done on the basis of an analysis of education requirements and an assessment that the technologically based solution is the most cost-effective for the country concerned. The basis should be education pull not technology push: technology in education should not be seen as a quick-fix for weaknesses within an education system. The Bank's task should include making clear to countries the risks associated with any development of technology within education (including pointing out the possible different interests of private versus public players).
27. The strategy for investment in technology in education should be:
 - the reason for applying technology in education should be to improve the quality of learning and teaching in the most cost-effective way;
 - schools must have the tools to use it; they are the most important factors in the development of these applications; their commitment is essential;
 - investment in technology will be wasted until there is an appropriately funded infrastructure to support it. The most important aspects of this infrastructure are the skills and training of the teachers, the cultural context within which

the technology will be applied and the country's capacity to absorb and use the technology itself

- schools can receive help from experts outside education in these complex tasks.
28. The use of technology in education requires a country to have achieved a state of readiness for it. This can be judged, for example, by considering the demand for and use of similar technologies in the commercial and industrial sectors of the country. Similarly the development of appropriate software also needs a degree of readiness in the country, not least on behalf of the teacher profession as it is vital to involve teachers in its development and to integrate such development into curriculum reform. It will be important to establish that a country is able to do this as a precondition before considering any technology based programme.
 29. New technologies are potentially relevant not only to teaching processes, but also to educational administration and decision-making. Investments in educational technology should preferably coincide with investments in modern administrative/ decision-making structures and technology.

Annex:
External Advisory Panel on Education (EAP)
Panel members 1997

Chair:

Dr. Ir. Jo M.M. Ritzen
Minister of Education, Culture and Science
The Netherlands

Other members:

Mrs. Diallo Hadja Aicha-Bah,
director of the Division of Basic Education,
UNESCO;

Dr. R.V. Vaidyanatha Ayyar, Additional Secretary for Education,
Ministry of Human Resource Development,
Government of India
India;

Minister José Joaquín Reid Brunner,
"Ministro Secretario General del Gobierno",
Palacio de Gobierno
Chili;

Mw. Fay Chung,
Chief, Education Cluster,
UNICEF,
USA

Mrs. Mary Futtrel
George Washington University
USA

Mr. Quentin Thompson,
Coopers & Lybrand Management Consultancy Services,
United Kingdom

The World Bank

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

1818 H Street N.W.
Washington, D.C. 20433
U.S.A.

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

April 16, 1997

Jose Joaquin Reid Brunner
His Excellency
Minister Secretario General del Gobierno
Palacio de Gobierno
Santiago CHILE

Dear Jose,

Let me thank you for the valuable contribution you made to the External Advisory Panel Meeting held at the Watergate Hotel.

The External Advisory Panel certainly gives the Bank food for thought, and I would like you to know how much we all appreciate the time you give and wealth of experience that you bring to the table. We provided feedback on the very good first draft that Minister Jo Ritzen sent to David de Ferranti last week. I understand that Minister Jo Ritzen is now finalizing the outcomes and recommendations of our meeting. We are looking forward to the final document very much.

May I say again, how much the Education Sector Board and I appreciate your support and advice.

Sincerely,



Maris O'Rourke
Director, Education

The World Bank

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INTERNATIONAL DEVELOPMENT ASSOCIATION

1818 H Street N.W.
Washington, D.C. 20433
U.S.A.

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

April 16, 1997

Ms. Fay Chung
UNICEF
3 UN Plaza, TA 26 A
New York, NW 10017

Dear Fay,

Let me thank you for the valuable contribution you made to the External Advisory Panel Meeting held at the Watergate Hotel, and to the Bank's Human Development Sector Week, held at the Maryland University Conference Center.

The External Advisory Panel certainly gives the Bank food for thought, and I would like you to know how much we all appreciate the time you give and wealth of experience that you bring to the table. We provided feedback on the very good first draft that Minister Jo Ritzen sent to David de Ferranti last week. I understand that Minister Jo Ritzen is now finalizing the outcomes and recommendations of our meeting. We are looking forward to the final document very much.

May I say again, how much the Education Sector Board and I appreciate your support and advice.

Sincerely,



Maris O'Rourke
Director, Education

The World Bank

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Washington, D.C. 20433
U.S.A.

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

April 16, 1997

Dr. R.V. Vaidyanatha Ayyar
Additional Secretary for Education
Ministry of Human Resource Development
Government of India, Shastri Bhavan
New Delhi, 110 001 INDIA

Dear Dr. Ayyar:

Let me thank you for the valuable contribution you made to the External Advisory Panel Meeting held at the Watergate Hotel, and to the Bank's Human Development Sector Week, held at the Maryland University Conference Center.

The External Advisory Panel certainly gives the Bank food for thought, and I would like you to know how much we all appreciate the time you give and wealth of experience that you bring to the table. We provided feedback on the very good first draft that Minister Jo Ritzen sent to David de Ferranti last week. I understand that Minister Jo Ritzen is now finalizing the outcomes and recommendations of our meeting. We are looking forward to the final document very much.

May I say again, how much the Education Sector Board and I appreciate your support and advice.

Sincerely,



Maris O'Rourke
Director, Education

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Washington, D.C. 20433
U.S.A.

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

April 16, 1997

Jo M. M. Ritzen
His Excellency
Minister of Education, Culture and Sport
P.O. Box 25000
2700 LZ Zoetermeer Netherlands

Dear Jo,

I know David wrote to thank you, but I very much wanted to write and thank you personally for chairing the Panel with such wisdom and for your valuable contribution to the Work of the Bank's Education Sector. The Education Sector Board and I feel privileged to work with the Panel members and want you to know how much we all appreciate the time you give and wealth of experience that you bring to the table.

You will shortly receive our feedback on your excellent first draft. The Panel certainly gives the Bank food for thought, which is just what we need. We look forward to the final document with enthusiasm.

Sincerely,



Maris O'Rourke
Director, Education

The World Bank

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INTERNATIONAL DEVELOPMENT ASSOCIATION

1818 H Street N.W.
Washington, D.C. 20433
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(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

April 16, 1997

Madame Diallo Aicha-Bah
Director, Division of Basic Education
UNESCO
7 Place de Fontenoy
PARIS, 75007
FRANCE.

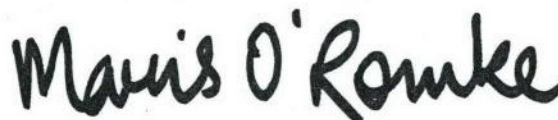
Dear Madame Aicha-Bah:

Let me thank you for the valuable contribution you made to the External Advisory Panel Meeting held at the Watergate Hotel, and to the Bank's Human Development Sector Week, held at the Maryland University Conference Center.

The External Advisory Panel certainly gives the Bank food for thought, and I would like you to know how much we all appreciate the time you give and wealth of experience that you bring to the table. We provided feedback on the very good first draft that Minister Jo Ritzen sent to David de Ferranti last week. I understand that Minister Jo Ritzen is now finalizing the outcomes and recommendations of our meeting. We are looking forward to the final document very much.

May I say again, how much the Education Sector Board and I appreciate your support and advice.

Sincerely,



Maris O'Rourke
Director, Education

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1818 H Street N.W.
Washington, D.C. 20433
U.S.A.

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

April 16, 1997

Mr. Quentin Thompson
Coopers & Lybrand Management Consultancy Services
1 Embankment Place
London, WC2N 6NN United Kingdom

Dear Quentin,

Let me thank you for the valuable contribution you made to the External Advisory Panel Meeting held at the Watergate Hotel, and to the Bank's Human Development Sector Week, held at the Maryland University Conference Center.

The External Advisory Panel certainly gives the Bank food for thought, and I would like you to know how much we all appreciate the time you give and wealth of experience that you bring to the table. We provided feedback on the very good first draft that Minister Jo Ritzen sent to David de Ferranti last week. I understand that Minister Jo Ritzen is now finalizing the outcomes and recommendations of our meeting. We are looking forward to the final document very much.

May I say again, how much the Education Sector Board and I appreciate your support and advice.

Sincerely,



Maris O'Rourke
Director, Education

The World Bank

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1818 H Street N.W.
Washington, D.C. 20433
U.S.A.

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

April 16, 1997

Dr. Mary Futrell
Dean
Dean, Graduate School of Education and Human Development
Washington,, DC 20052


Dear Mary,

Let me thank you for the valuable contribution you made to the External Advisory Panel Meeting held at the Watergate Hotel, and to the Bank's Human Development Sector Week, held at the Maryland University Conference Center.

The External Advisory Panel certainly gives the Bank food for thought, and I would like you to know how much we all appreciate the time you give and wealth of experience that you bring to the table. We provided feedback on the very good first draft that Minister Jo Ritzen sent to David de Ferranti last week. I understand that Minister Jo Ritzen is now finalizing the outcomes and recommendations of our meeting. We are looking forward to the final document very much.

May I say again, how much the Education Sector Board and I appreciate your support and advice.

Sincerely,



Maris O'Rourke
Director, Education

A T T - I N - 1 N O T E

DATE: 16-Apr-1997 09:35am

TO: Maris O'Rourke

(MARIS OROURKE)

FROM: Margaret Amaral, HDDED

(MARGARET AMARAL)

EXT.: 87399

SUBJECT: RE: Cost of External Advisory Panel

Maris,

Break down of costs for External Advisory Panel in hand. The total costs of the Watergate Hotel was \$5,744.58. (covers all dinners, conference rooms, and food including on first night 3/22, 2 nights accommodation for everyone, except Jo Ritzen who stayed 3, and Dr. Ayyar who stayed 5 nights). The reason I chose the Watergate was because it was central, and they give the Bank a discount. I checked with other hotels in the area and the prices are much the same.

The air fares will take a little longer as I said I am still awaiting ticket costs from some EAP members. I did my very best to keep costs to a minimum. I got the Embassie's valet service where possible to pick up ministers from the airport, and chauffeur them around. I rang everybody's secretary and told them our budget was limited and we could not pay first class, and we only paid for panel members, e.g. Bart thought we ought to pay his fare, I apologized and said sorry. (I pointed out that we were picking up the tab for the Sunday morning UNESCO meeting and food for all associated).

We budgeted for about \$2500 per person from the LLC allocation.

Clear breakdown and details of air fares to follow.

Maggie

CC: David de Ferranti

(DAVID DE FERRANTI)

CC: Zenobia Panthaki

(ZENOBIA PANTHAKI)

CC: Robert Hecht

(ROBERT HECHT)

CC: Dinah McLeod

(DINAH MCLEOD)

FAX

DR. R.V. VAIDYANATHA AYYAR
 ADDITIONAL SECRETARY
 TELE: NO. 3383202

received
 4/10/97

cc. MOR
 M. Amrual
 D. M.
 P.W.

मानव संसाधन विकास मंत्रालय
 शिक्षा विभाग
 भारत सरकार
 नई दिल्ली-110001

HA
 Ext Adv.
 Panel file

MINISTRY OF HUMAN RESOURCE DEVELOPMENT
 DEPARTMENT OF EDUCATION
 GOVERNMENT OF INDIA
 NEW DELHI-110001

April 10, 1997.

Dear Mr. Ferranti,

It is indeed a pleasure to meet you in Washington. I found the Education Panel meeting and HD Week very interesting and educative. My regret is that I could not stay on till the conclusion of the luncheon meeting on March 27, 1997. I do immensely love hearing my own voice. However, I would have been benefited more from the discussions that followed in the presentations. Unfortunately I came to know of this engagement only after I reached Washington and I could not change flight booking.

The dialogue between External Advisory Panel and the Education Report is a very useful innovation as it brought together and blended 'insider' and 'outsider' inputs and perceptions, which by their very nature are complementary.

I hope it would be possible to act on my suggestion to have more participants in the HD Week from member-countries. Not necessarily as resource persons or guest speakers but just as participants 'auditing' the modules. This would greatly contribute to national capacity building much in the same way as participation of junior functionaries of the Bank builds up capacity within the Bank. Further it would also enlarge the scope of networks which you and the Bank management have been building up, an activity which in my view furthers the mission of the Bank as the premier development agency.

With best wishes,

Yours sincerely,

(R.V. Vaidyanatha Ayyar)

Mr. David de Ferranti,
 Director and Chair,
 Human Development Network
 S 9035,
 The World Bank Group
 1818 H Street NW
 Washington, DC 20433

Fax: 202.522.3235

A L L - I N - 1 N O T E

DATE: 09-Apr-1997 08:45am

TO: Margaret Amaral

(MARGARET AMARAL)

FROM: Maris O'Rourke, HDED

(MARIS OROURKE)

EXT.: 37096

SUBJECT: Leters to External Panel etc

Hi Maggie

As a matter of course I like to write to everyone after a meeting saying how good it all was etc and what the next steps will be etc. Can you please prepare a draft for me and do this after all meetings which involve external people (from wherever) in future

thanks

Maris

CC: Zenobia Panthaki

(ZENOBIA PANTHAKI)

Ext.

A T T - I N - 1 N O T E

DATE: 18-Mar-1997 11:45am

TO: Margaret Amaral (MARGARET AMARAL@A1@WBHQB)

FROM: Michael Mertaugh, EC2HR (MICHAEL MERTAUGH@A1@WBWASH)

EXT.: 32244

SUBJECT: RE: IMPORTANT: UPDATE ON EXTERNAL ADVISORY PANEL MEETINGS

Maggie,

We have a collaborative initiative with UNICEF and OECD on social data collection for the ECA countries, which includes data on education programs and costs. Ralph is the godfather of this effort, which began as an EC1/2HR initiative, and is now being expanded to include the other ECA countries. (Steve has not been involved, up to now.) Would it be appropriate for someone who is involved in this effort to attend the session on education statistics, or at least for the Bank participants to be briefed on this work before the meeting?

Michael

CC: Ralph W. Harbison (RALPH W. HARBISON@A1@WBWASH)
CC: Stephen Heyneman (STEPHEN HEYNEMAN@A1@WBWASH)
CC: MARIS OROURKE (MARIS OROURKE@A1@WBHQB)
CC: Dena Ringold (DENA RINGOLD@A1@WBWASH)

A T T - I N - 1 N O T E

DATE: 18-Mar-1997 01:27pm

TO: See Distribution Below

FROM: Michael Mertaugh, EC2HR

(MICHAEL MERTAUGH@A1@WBWASH)

EXT.: 32244

SUBJECT: Discussion Session at Human Development Week

Thank you very much for agreeing to participate as a discussant in the Panel Discussion on the Political Dynamics of Reform in the Social Sectors, which is to be held next Tuesday, March 25, as part of the World Bank's Human Development Week. The panel discussion is scheduled as the second part of a 9:00 AM session on March 25 entitled "The Political Dynamics of Reform", to be held in Room 1123 on the first floor, North Wing, of the University of Maryland's Inn and Conference Center at College Park. (The Conference Center is on Campus Drive, near the intersection of University Boulevard and Adelphi Road in College Park. A map of the facility and instructions for getting there should have been provided to you. Please let me know if you have not received it.)

The session is to begin at 9:00 with a presentation by Ms. Verica Markovska, Head of Macedonia's Privatization Agency, on Macedonia's experience in "selling" the economic reform program. This is an interesting case study because it was designed from the start with particular attention to the social aspects of reform. The Government was very sensitive to the need for specific actions to make the reform program politically acceptable. The core of the reform program was macroeconomic adjustment, fiscal retrenchment, and privatization. These actions involved significant layoffs from state-owned enterprises, and a number of unpalatable changes in pension entitlements. Among the actions which the Government provided to help "sell" these reforms were early interventions to help displaced workers find other jobs, changes in social assistance to target benefits better and provide more adequate coverage for people who were hurt by reform policies, and a multi-media public information campaign to help inform the public about the rationale for reform, to let them know what to expect, and to request their cooperation.

Ms. Markova's presentation will be about 30 minutes in length, followed by about 30 minutes of discussion and a brief coffee break. The purpose of Ms. Markova's presentation is to stimulate a discussion, from the perspective of one country's particular experience, of the generic features the political dynamics of reform -- e.g., what are the preconditions for durable reform, what can be done to improve the prospects that reform will be effective and durable, and what are the key groups

whose support is necessary for effective and durable reform. In order to keep the discussion interesting and relevant for people from the three sectors comprising the Human Development network (education, health, and social protection), we would like to focus on generic aspects of implementing reform -- in particular, on how different groups in society react to reforms, and what can be done to improve public acceptance of reforms.

Your Panel Discussion is scheduled to begin at 10:15. (Please try to attend the 9:00 session as well.) I will chair the session, and will invite each of you to speak for not more than 10 minutes. I would ask you to react to points raised in Ms. Markova's presentation and the ensuing discussion, reflecting your own particular experience. This might involve a consideration of the social interventions which are appropriate to improve the chances that macroeconomic reform will succeed. Alternatively, you may wish to address social sector reforms more narrowly, reflecting on your experiences in implementing reforms in your respective areas of expertise -- e.g., considering how those reforms were perceived by key groups in the society, and how public perceptions affected their success or failure. Following your brief presentations, there will be about 45 minutes of discussion, with responses from the panel, as appropriate, to questions and comments from the audience.

Paper copies: Mr. Juan Luis Londono (IDB)
Ms. Carol Graham (Brookings)

DISTRIBUTION:

TO: OLIKOYE RANSOME-KUTI	(OLIKOYE RANSOME-KUTI@A1@WBWASH
TO: Jan Pakulski ECAEX	(JAN PAKULSKI@A1@WBWASH)
TO: DAVID LINDEMAN	(DAVID LINDEMAN@A1@WBHQB)
TO: Ward Heneveld	(WARD HENEVELD@A1@WBWASH)
CC: Ralph W. Harbison	(RALPH W. HARBISON@A1@WBWASH)
CC: Neeta Sirur	(NEETA SIRUR@A1@WBWASH)
CC: DAVID DE FERRANTI	(DDEFERRANTI@WorldBank.org@INTER
CC: Ladipo Adamolekun	(LADIPO ADAMOLEKUN@A1@WBWASH)
CC: Chris Lovelace	(CHRIS LOVELACE@A1@WBWASH)
CC: ROBERT HECHT	(ROBERT HECHT@A1@WBHQB)
CC: MARIS OROURKE	(MARIS OROURKE@A1@WBHQB)
CC: YASUHIKO MATSUDA	(YMATSUDA@WorldBank.org@INTERNET
CC: ELLEN GOLDSTEIN	(ELLEN GOLDSTEIN@A1@PARIS)

The World Bank
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

1818 H Street N.W.
Washington, D.C. 20433
U.S.A.

(202) 477-1234
Cable Address: INTBAFRAD
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March 7, 1997

Mr. J.M.M. Ritzen
Minister
Education, Culture and Science
P.O. Box 25000
NL-2700
The Netherlands

Post-It® Fax Note	7871	Date	3/7	Pages	2
To	DE FERRANTI		From	R.W. HARBISON	
Co./Dept.		Co.			
Phone #		Phone #			
Fax #	522-3235		Fax #	522-3607	

Dear Minister Ritzen,

Steve Heyneman and I are both sorry that the idea of adding a day, and the PHARE Finance Ministers, to the EU's Warsaw meeting in April of the European Ministers of Education did not work out. We particularly regret any misunderstanding which may have arisen concerning our enthusiasm for the concept.

We feel strongly that the core concept remains valid and compelling: facilitating a discussion among PHARE Education and Finance Ministers and their external partners, in a sequel to the meeting in the Netherlands, of the implications for development of education systems of impending eastward enlargement of the European Union, among other possible themes. The challenge will be to get such a meeting well prepared substantively, diplomatically, and logistically. In this your leadership will be essential.

We look forward to your visit to Washington later this month, during which we would like to caucus on how to proceed towards this important joint objective.

Sincerely,

Ralph W. Harbison
Division Chief
Human Resources Sector Operations Division
Central and Southern Europe Departments
Europe and Central Asia Region

Mr. J.M.M. Ritzen

-2-

March 7, 1997

bcc: Messrs. De Ferranti, Heyneman

m:\rwb\ritzen.doc

A L L - I N - 1 N O T E

DATE: 05-Mar-1997 09:13am EST

TO: Ralph W. Harbison

(RALPH W. HARBISON@A1@WBWASH)

FROM: Stephen Heyneman, EMTHR

(STEPHEN HEYNEMAN@A1@WBWASH)

EXT.: 32848

SUBJECT: Two Issues for This Morning

Ralph:

Two issues this morning.

re: Ritzen.

I got a call yesterday from Frans Lander. He had been genuinely sick (heart problem) and was not avoiding me. He informs me that there had been an internal 'debate' within the ministry over the ECA education meeting. Some understood our concerns and, in fact, were also nervous about working with so many uncertain partners and with so little lead time -- the Poles, the EU, the Bank, Ministries of Finance etc.

Others in the Ministry (I have a guess as to who, but only a guess) felt that the Ministry has been 'mislead' and in fact been 'embarrassed' by the Bank. The latter group won. It was Lander himself who drafted the memo to David. He apologized, but also made it clear that if this is a setback, it is temporary.

Lander and I agreed that he would get a message to Ritzen that we (Heyneman and company) would be interested in a followup next fiscal year to the previous Netherlands conference of education ministers; that we would like to plan it with sufficient lead time to do it well; and that we would be grateful to have minister Ritzen's leadership.

Lander didn't promise, but he believed this would be welcomed. In particular, he mentioned that Ritzen would welcome the opportunity of doing this without so many other institutions trying to play a role.

I recommend that when you talk to Ritzen directly you mention the possibility of this meeting next fiscal year.

By the way, I also told Lander about the uncertainty of who would be speaking for education in the ECA region next fiscal year. Since Ritzen had supported my candidacy for other positions, I felt he should know that it is far from certain that he would be dealing with me in the the regional role.

Item Two.

David's e-mail to us with respect to a paper education lending in the ECA region.

I recommend we tell him yes, and that he send his note to Johannes.

Steve.

A L - I N - 1 N O T E

DATE: 12-Feb-1997 08:35am

TO: Ralph W. Harbison

(RALPH W. HARBISON@A1@WBWASH)

FROM: Stephen Heyneman, EMTHR

(STEPHEN HEYNEMAN@A1@WBWASH)

EXT.: 32848

SUBJECT: Call to Ritzen

I have a call in to Frans Lander. He is out of the country; will be back over the weekend. He will probably call me at home. May I suggest that you schedule your call to Ritzen after I can talk to Lander.

In addition to the meeting with ECA ministers we are working a possible meeting with MENA ministers, and as David mentions, many other areas of collaboration -- statistics, assessments, external relations of the education sector in general etc. I think we can smooth the waters.

CC: DAVID DE FERRANTI

(DAVID DE FERRANTI@A1@WBHQB)

ALL - I N - 1 N O T E

DATE: 06-Mar-1997 06:57pm

TO: David de Ferranti

(DAVID DE FERRANTI@A1@WBHQB)

FROM: Ralph W. Harbison, EC2HR

(RALPH W. HARBISON@A1@WBWASH)

EXT.: 32193

SUBJECT: RE: The Call to Ritzen???

David,

Damn. We have been trying. We have had request for call in -- and reiterated a couple of times -- for well over a week.

I am beginning to think he (*or somebody) is purposefully sending us a message.

Maybe you SHOULD call him -- perhaps he'll speak to you. You have my EM with the background, if you do, although I wasn't panning to go into expnanations, but rather to impress on him our interest in organizing the event at another time in more favorable circumstances under his leadership.

It is ironic, but now I am dealing with how to organize a JDW 1-2 hour session on education in Poland (for his May trip) when nobody on my side wants to let JDW anywhere near the Minister of Education! But that is another story.

02/11/97 06:43:14

MCII Traffic Ops.->

282 522 3235

31 7933232320 P.02/02

11-FEB-1997 09:58

MIN DC&W

OCenW

Ministry of Education,
Culture and Science

P.O. Box 25000
NL-2700 LZ Zoetermeer
The Netherlands
Phone +31 79 3232323
Fax +31 79 3232320
Telex 32636 MDNO NL

Mr. David de Ferranti
Worldbank
Washington D.C.
U.S.A.
Far fax: 00 1 202 4776391

Your letter

Ref.

RIB/97004068

Zoetermeer

February 10. 1997

Subject

0031-79-323.49.30

Phone

Dear David,

Since I have been informed that the time and place of a planned conference of the ministers of Finance and of Education of the PHARE countries together with the Worldbank and the Commission of the European Union in Warsaw are not the most appropriate for such a meeting. I have decided to renounce the organization of such a meeting.

You will understand that I have been disappointed to know that the Worldbank, two weeks after a meeting with the European Commission in Brussels, during which the Worldbank emphasized the importance of the proposed conference in Warsaw with respect to the desirable convergence of activities of the European Commission and the Worldbank, now definitely advises against such a meeting.

I have informed Mrs. Cresson, member of the European Commission, that I have abandoned the organization of this conference with the Worldbank.

Sincerely yours,

p/p 

J.M.M. Ritzén.
Minister of Education, Culture and Science
President of the Education Council of the European Union

cc: mr. Steve Heyneman
mr. R. Harbison

02/11/97 06:43:01

MCII Traffic Ops.->

282 522 3235

31 7933232320 P.01/02

11-FEB-1997 09:57

MIN OC&W

OCenW

received
2/11/97

Ministerie van Onderwijs,
Cultuur en Wetenschappen
Europaweg 4
Postbus 25000
2700 LZ Zoetermeer
Telefoon (079) 323 23 23
Fax (079) 323 23 20

Datum 11 February 1997
Date

Aan Naam Mr. David de Ferranti
To Name
Organisatie Worldbank
Organisation
Afdeling
Department
Facnummer
Faxnumber 001-202-477.63.91

Van Naam Minister of Education, Culture
From Name and Science (Netherlands)
Afdeling
Department Mr. J.M.M. Ritzen
Kamer
Room
Doorkiesnummer
Extension 0031-79-323.49.30

Aantal pagina's 2
inclusief voorblad
Number of pages
including frontpage

OCenW 10.707

Faxbericht
Fax message

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a.u.b. bellen met 079 - 323 23 23
When message incomplete
please call 31 - 79 323 23 23

A L - I N - 1 N O T E

DATE: 17-Mar-1997 05:18pm

TO: See Distribution Below

FROM: Margaret Amaral, HDEED (MARGARET AMARAL)

EXT.: 87399

SUBJECT: IMPORTANT: UPDATE ON EXTERNAL ADVISORY PANEL MEETINGS

Draft:

This is a note to bring you up to date with the External Advisory Panel's agenda and the UNESCO Statistic Committee meeting we are hosting. A list of Panel and Committee members is attached at the end of this em.

1. Members of the External Advisory Panel will be arriving in Washington on Saturday 22nd March. They are all booked into the Watergate Hotel for Saturday and Sunday night (22-23 March). I will be writing a welcome letter together with an agenda of the program for the next few days which they will get on their arrival at the hotel.. In my letter I will also let them know I will be at the Water gate hotel on Saturday early evening 4.30p.m.- to welcome, link parties and sort out any problems.

SUNDAY 23RD MARCH 1997

2. Meetings start on Sunday morning. The first meeting is the UNESCO Stats committee, which will meet in the Potomac Room of the Watergate Hotel. The meeting is scheduled to start at 9.00a.m. and run through to 12.30p.m. Coffee/Tea/juice and pasties and croissants will be served from 8.45 a.m.in the Potomac Room.

Only members of the UNESCO statistics committee and invited Bank to attend this meeting.(Jo Ritzen sees no problem in Maris and Steve* attending the meeting, but he wants to check with UNESCO first). The Bank's representative is David de Ferranti.

At the sametime at a meeting here with David de F it was suggested that Steve Heyneman will attend the UNESCO meeting to brief th the background; that(Maggie to ask Jee Peng if she is available) to report on indicators; and Wadi Haddad and Francoise Riviere will report back on the UNESCO meeting in Paris. Nic Voort assistant(?) to Jo Ritzen is preparing the agenda for the UNESCO meeting, Bart will let me know tomorrow if the arrangements set out above be included)

3. A buffet lunch(various salads) will be served in the Crescent Room from 12.30 p.pm.-2.00p.pm. This lunch is for the UNESCO Stats Committee and invited Bank staff.

4. 2.00p.m.- 3.00p.m. The External Advisory Panel will meet. This is a Closed Session, Maris is invited to this session but other Education Sector Board members are not invited.

The closed session will be start with a 10 minute opening address by Jo Ritzen; JR will then welcome new members and provide an opportunity to introduce each etc. Maris will then give a short 10 minute presentation on the current situation and progress. I think this session is informal. Bart Zijlstra to firm up/confirm with Jo Ritzen on agenda.

5. 3.00p.m.-6.00p.m. The External Advisory Panel and the Education Sector Board will begin its meetings. To start the meetings the Bank has prepared an Issues Paper, which is deigned to stimulate debate. All principal members and alternates of the ESB are invited. Coffee/tea/bottled water will be served at 3.00p.m in the Potomac Room.

The proposal is that the meetings will take the following format: After welcomes introductions etc. the Panel will address each of the issues brought up in the Issues paper. 1. The Comparative Advantage of the Bank. Bank Staff (Maris?) will speak on the issue for 10-15 minutes, there will follow an hours discussion by that panel and board members, and finally a 15 minute drawing together of points made and conclusion of the discussion will be given by Jo Ritzen. This format will be repeated for each issue.

Jo Ritzen has asked if two of his assistants can attend all the meetings, probably Bart and one other.

Once I get confirmation and order of subjects addressed from Bart I will send out a formal agenda.

6. 6.30p.m. meet for dinner. All members are invited. Venue to be arranged but it will be in or near the Watergate hotel. (David de Ferranti to join dinner party, David as I said in my previous EM, I am sure Maris would extend an open invitation to you attend any of the EAP and ESB meetings)

MONDAY 24TH MARCH 1997

7. 8.45a.m. Coffee /tea/Juice, pastries and croissant served in the Potomac Room. External Advisory Panel and ESB meetings scheduled to start at 9.00a.m.- 12.30p.m. in the Potomac Room. discuss Issue 2: Social Cohesion; and Issue 3: Teachers;

8. 12.30p.m.-2p.m. Seated lunch for EAP and ESB in the Crescent Room. (salad/grilled sword fish/ fruit tart) please let me know if anyone is a vegetarian thanks - I sent an em to Sudesh to ask about Dr.R.V.V. Ayyar.

9. 2.00p.m.-4.30p.m. Final meeting of EAP and ESB.

discuss Issue 4: Educational Technology; then wrap up and conclusions.

10. After the External Advisory Panel meetings members of the panel who are staying at the Maryland University conference center can order taxis from the Watergate hotel to transport them to MDU. As most members have their own arrangements for that evening I have not arranged bank transport to MDU. Please let me know if you think I am wrong and bank transport should be arranged.

11. Jo Ritzen and his party of 4, (Bart Zijlstra, Mr. Uoort, and two others I will send names when I have them, one is the director of Policy), will be staying a further night at the Watergate Hotel as they are attending a dinner at the Netherlands Embassy that evening (Monday 24th March).

12. I have arranged with the Netherlands Embassy to bring Jo Ritzen and Bart Z to the MDU Conference Center at 12.30pm on Tuesday 25th March. Jo Ritzen is to give the lunchtime keynote address "Making a Ministry More Effective" The other keynote speaker at the Tuesday lunch will be Carol Bellamy head of UNICEF. The embassy car will take Jo Ritzen back to D.C. at 2.30pm.

13. Dr. R.V.V. Ayyar will also be remaining at the Watergate Hotel. (will check with embassy re; car meeting at airport.) Staying Monday/Tuesday and Wednesday evenings. Dr. R.V.V. Ayyar is participating in the the Language of Instruction module organized by Koffi Edoh, and the Thursday lunch time panel that David de Ferranti is organizing. (to be confirmed).

14. Fay Chung, Quentin Thompson, and Aicha Bah (Aicha Bah will be arriving on the 3/19 and I have booked her into the Watergate Hotel 3/19-3/23) will all be moving to the MDU Conference Center and are all participating in the HD Sector Week, and are scheduled to stay for 3 nights.

15. Jose Joaquin Ried Brunner sends apologies but he must return to Chile on Monday evening, and therefore will not be attending the HD Sector Week. I am arranging with the Chilean Embassy for him to be met at the Airport. Arriving 9.18 a.m. 3/22.

16. Mary Futrel lives locally and I am still finalizing arrangements.

17. I will be at the Watergate Hotel at 8.30a.m. on Sunday. My home number is 703-503-5633. I will be sending out printed agenda's when they are finalized.

UNESCO Committee members:

Colin Power UNESCO
Jo Rtizen
Quentin Thompson
Aicha Bah
David de Ferranti
Tom Alexander OECD
Dr. R.V.V. Ayyar
Mary Futrell
Fracoise Riviere
Colin

External Advisory Committee members:

Minister jo Ritzen (chair)
Minister Jose Joaquin Reid Brunner(Chile)
Minister R.V.V. Ayyar (India)
Fay Chung UNICEF
Mary Futrell GWU(Dean of Educaton)
Aicha Bah UNESCO (Paris)
Quentin Thompson Coopers & Lybrand (UK).

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TO: IQBAL KAUR	(IQBAL KAUR @A1@WBWASH)
TO: JAMIL SALMI	(JSALMI@WORLDBANK.ORG@INTERNET)
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TO: ELISABETH DE MEUTER	(ELISABETH DE MEUTER @A1@WBWASH)
TO: HALSEY BEEMER	(HALSEY BEEMER)

A L - I N - 1 N O T E

DATE: 13-Mar-1997 02:54pm

TO: David de Ferranti

(DAVID DE FERRANTI)

FROM: Margaret Amaral, HDEED

(MARGARET AMARAL)

EXT.: 87399

SUBJECT: HD Panel Thursday 27th March

David,

I have just spoken to Quentin Thompson to run through his schedule and participation in the HD Week. He will be with us from the 22-27 departing in the mid afternoon for the London Virgin flight. He would be willing to participate in the lunch time panel debate if you would like him too...he promises to behave!

I know you would like Dr. V.V. Ayyar to participate too, but I see from his travel schedule that he is due to depart for Indianapolis at 16.13hr. (4.13pm) probably from National Airport which might be a little tight time wise. Dr. Ayyar is staying at the Watergate Hotel, unless I can persuade him to join you all at the MDU, and he may be reluctant to take his luggage to MDU.

Maggie

CC: Diana Walker

(DIANA WALKER)

CC: Maris O'Rourke

(MARIS OROURKE)

CC: BRUNO LAPORTE

(BRUNO LAPORTE @A1@WBWASH)

FILE COPY

A L - I N - 1 N O T E

DATE: 26-Feb-1997 03:59pm

TO: James A. Socknat

(JAMES A. SOCKNAT)

FROM: Margaret Amaral, HDEED

(MARGARET AMARAL)

EXT.: 87399

SUBJECT: Urgent: See EM's from Steve

Jim,

Steve asked that I draw your attention to 2 EM's that he has sent. one on the TOR for the KM and the other on the Issues paper being prepared by Nick B. Merced can you draw them off Thanks.

I am also forwarding you an EM that I have sent out to all Education module coordinators who are engaging one or more of our External Advisory Panel members in their modules.

I also ought to alert you to another potential problem. As you know we have no budget for the EAP, and in order to get the LLC to pay their fares and hotel we have had to ask module organizer to ask them to participate in the HD Sector week. Well LLC are not too keen of this and have said they will only pay for EAP members while they are attending the HD Week. Which means they will pay flights but expenses at the Watergate for the 23 and 24 will NOT be met by the LLC. While this may not be a great deal we are probably looking at \$2300 for the Hotel plus food cost say \$ 1500? totaling \$ 3700 say \$4000. We may find the money but it will be tight. I will follow up with Dinah, but just wanted to keep you in the loop.

maggie

CC: Maris O'Rourke

(MARIS OROURKE)

FILE COPY

A L - I N - 1 N O T E

DATE: 26-Feb-1997 03:13pm

TO: mamaral (mamaral@worldbank.org@INTERNET

FROM: Jamil Salmi, (Jsalmi@worldbank.org@INTERNET)

EXT.:

SUBJECT: Re: External Advisory Panel participation in HD WEEK

Maggie,

When I considered the participation of Quentin Thompson, I asked specifically whether there would be any cost to us and I was told by Roslyn that there was no additional cost as their participation into the External Advisory Panel was already budgeted. My budget is already allocated to cover the expenditures of the two resource persons travelling from Europe. Unless I am given additional resources, I don't have anything to cover Quentin's expenditures and I would therefore have to drop him from our session.

Please advise.

Jamil

CC: Maris O'Rourke (Morourke@worldbank.org@INTERNET
CC: Bruno Andre Laporte (Blaporte@worldbank.org@INTERNET
CC: Nicholas R. Burnett (Nburnett@worldbank.org@INTERNET
CC: Dinah K. Mcleod (Dmcleod@worldbank.org@INTERNET

FILE COPY

A L - I N - 1 N O T E

DATE: 26-Feb-1997 01:42pm

TO: See Distribution Below

FROM: Margaret Amaral, HDDED (MARGARET AMARAL)

EXT.: 87399

SUBJECT: External Advisory Panel participation in HD WEEK

The External Advisory Board are meeting at the Watergate Hotel on the 23-24 March, following their meeting they will be joining us and participating in the HD Sector Week. The travel and HD Week accommodation costs for the External Advisory Panel members is included in the module budgets set out below.

Module coordinators:

1. Eileen Knwanga (Teacher Development), Fay Chung has agreed to participate. The budget has been approved and allocated to the module coordinator. Please ensure that \$2500 is set aside to cover Fay Chung's expenses.
2. Carolyn Winters (Girls Education), Aicha Ba participating in Module. Please set aside \$2650 for Aicha Ba's expenses. Budget approved.
3. Koffi Edoh (Language of Instruction), Dr. Ayyar has agreed to participate in module. Please ensure that \$2950 of the allocated budget is set aside to cover his expenses.
4. Sue Berryman (Assessing Institutional Capacity), Jo Ritzen giving keynote lunchtime address. Please ensure that \$2500 of the allocated budget is set aside to cover his expenses.
5. Jamil Salmi (Higher Education Reform) Quentin Thompson is participating in this module. Please ensure that \$2750 of the allocated budget is set aside to cover his expenses.

Many thanks for help. Please will the regional coordinators ask their staff assistants to prepare a TR for the amount budgeted for above. The HDDED module coordinators tr's will be taken care of this end. I have spoken to Lac Truong and if there are any problems please contact her or Heri Sailo. Thanks. I will be out of the office on Thursday 27 and Friday 28 February, back in the office on Monday.

Maggie

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TO: Jamil Salmi	(JAMIL SALMI)
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A L - I N - 1 N O T E

DATE: 25-Feb-1997 10:15am

TO: See Distribution Below

FROM: Nicholas Burnett, HDEED (NICHOLAS BURNETT)

EXT.: 34166

SUBJECT: Education External Advisory Panel

As agreed at the Education Sector Board meeting on February 24, I copy to David de Ferranti and the members of the ESB the short note I have sent to Mr. Ritzen's assistant about the content of the issues paper.

The next step will be to draft the paper, in the light of Ritzen's and your reactions, and circulate that to you also.

Thanks.

DISTRIBUTION:

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A L - I N - 1 N O T E

DATE: 25-Feb-1997 02:56pm

TO: See Distribution Below

FROM: Margaret Amaral, HDDED (MARGARET AMARAL)

EXT.: 87399

SUBJECT: External Advisory Panel : UNESCO Stat committee

for info

Maggie

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A L - I N - 1 N O T E

DATE: 25-Feb-1997 01:44pm EST

TO: Stephen Heyneman

(STEPHEN HEYNEMAN @A1@WBWASH)

FROM: Margaret Amaral, HDDED

(MARGARET AMARAL)

EXT.: 87399

SUBJECT: RE: Urgent: UNESCO Meeting,

Steve,

I sent the EAP agenda over to Diana Walker and suggested that David de F attends the UNESCO Stats meeting on Sunday morning and the Lunch. Did you see the EM from Maris regarding her meetings in Paris? Apparently the Stats meeting(3/23) may be quite large and she was concerned that Jo R wanted it in the middle of our EAP meetings. As you know I have shifted it to Sunday morning in order to get it out the way, scheduled this way it also means that WB staff coming back from Ed meetings in Mexico wont miss out.

I think both you and Maris should attend the UNESCO meetings shall I suggest to David de F that he should send a letter to Jo R requesting an invitation be extended to one of you or you both?

Maggie

A L - I N - 1 N O T E

DATE: 24-Feb-1997 04:29pm

TO: 'Zenobia' (zpanthaki@worldbank.org@INTERNE

FROM: Greg Mace, (Greg_Mace@CompuServe.COM@INTERN

EXT.:

SUBJECT: URGENT message from Maris

Hi zenobia

How are you - I hope it's all going well there - I am really loving being home - though it's only one day so far. Paris went well although you can tell Bruno it's worse than the J building lifts - full of people speaking French!!

Could you pass this message onto David, Bruno, Steve Heyneman, Marlaine, Jim Socknat, Wadi Haddad and Maggie thanks

re SGP program

Wadi has spoken to Mr Mayor who is perfectly happy to have someone in Unesco managing this. They would be there for one year in Wadi's office with money held as a grant in trust so it could be protected and tracked). They will provide an office etc and put in \$50000. It's a similar deal to IIEPs Visiting Fellow idea. I spoke with Jacques Hallak and so did Wadi - Jacques said he's happy to help if we need him to but isn't going to be upset if we go elsewhere in Unesco

I also spoke to Tom Alexander OECD who is very keen to participate and said we can get some quick wins with countries who are keen to participate in INES and have the capacity but not the money. We could also produce a joint publication with OECD - a slim Education at a Glance for 10 non OECD countries who are participating in core technical group now producing data etc. Tom emphasised we need to get moving as time is slipping by

We now need specific TOR as to what we want achieved by when and a memo of agreement between Unesco and us. The key issue is who can do this. We need just the right person. Wadi is giving it some thought. Tom won't let Albert go for a year and Albert won't leave a secure position at OECD for a one year appointment. So we need to rethink.

Does it have to be Paris? Could it be done from Unesco's Washington office? I wasn't able to get hold of Pat Forgione before I left to ask him if NCES would consider tagging some of the extra money they are going to give OECD to bring non-member countries into INES. I'll try when I come back. This would get real quick results on the ground and produce some of the 85% we have to get.

I spoke to Jeanne Griffith who didn't say no but there would be an issue as she has only been at NSF for a few months and also her husband moving/

getting a job could be difficult. There was also some informal chat about the fact that she might be the right person for leading the new Statistics office in Unesco when they revamp.

I mentioned Marlaine's idea of capitalising on times with Boston staying open to get USA district specific indicators and since they are like small countries we could perhaps try the methodology with 6 or 8 countries. Also finding countries who dropped out of IEA for lack of money and helping them analyse. General agreement that these were good ideas and should be pursued.

re Externl advsory Panel on Education

There appears to be some confusion about the agenda item on indicators that Jo has put in. This is apparently a separate Unesco meeting being set up that a lot of people are expecting to participate in! I hadn't known that. People didn't seem to know it was in the middle of the WB panel meeting being set up and paid for by us for 2 days to get advice on education! There is also some internal angst within unesco about this meeting being set up separately on indicators at the same time as the DG was setting up the meeting I have just been to on statistics. Its all very tricky and politically sensitive and surrounded by miscommunications. We should lie low and let Wadi handle it. If it does turn out to be a larger meeting set up for another purpose you will have to give some thought as to what the External Panel will do. Participate? Meet separately? Write their report? or what? Jim you will need to talk to WADI about that and David should clarify all this with Jo perhaps?

Maggie Dr Ayyar doesn't want to move to Maryland - he wants to stay on at the Watergate.

Re Statistics meeting in Paris

This went well and a draft report from the advisory committee to Mayor should be faxed through to me from Francoise Riviere today or tomorrow. You can fax it to me on Gregs fax number or if it looks ok you can just let it go. Jeanne or Wadi can confirm if its what we agreed to in Paris which was they will focus their energy on countries getting good basic stats, use a participatory process (similar to the oecd one for ines) in countries to build capacity, immediately make swift and radical changes to build up capacity in unesco, go for functional autonomy and get a resolution for the exec board in May and for the General Congress in November. I will do a separate btor on it.

kind regards from hot and sunny nz

Maris

CC: 'Bruno'

(blaporte@worldbank.org@INTERNET

7 L - I N - 1 N O T E

DATE: 14-Feb-1997 05:53pm

TO: See Distribution Below

FROM: Margaret Amaral, HDDED (MARGARET AMARAL)

EXT.: 87399

SUBJECT: letter to External Advisory Panel DRAFT

Dear,

External Advisory Panel 23-24th March 1997, to be held at the Watergate Hotel, Washington DC. USA.

HD Sector Week 25-27th March 1997. to be held at the 25-27th at the Maryland University Conference Center.

First, let me say that I am delighted that you are able to attend the the World Bank's External Advisory Panel on Education, and I very much look forward to seeing you. Second, I am really encouraged to see that nearly everyone will also be joining us for the Human Development Sector Week(25-27 March) which immediately follows our meeting.

I thought it would be useful if I brought you up to date with the current planning of our program.

The External Advisory Panel Meeting: Sunday 23rd and Monday 24th March will be held at the Watergate Hotel in Washington DC. We have reserved for your convenience a room for you at the Watergate Hotel for Saturday and Sunday nights 22nd and 23rd March'97. The HD Sector Week is being held at another venue just outside Washington, DC at the Maryland University Conference Center. 25-27th March. Accommodation at the Conference Center has been arranged for you if you are attending the HD Sector Week. Transport from one venue to the other will be arranged for you.

I attach a draft agenda for the External Advisory Panel together with a wallet containing information on the HD Sector Week. Many of you are participating in our program and may have received an earlier mailing, but I wanted to ensure that details of our invitation to the HD Week were extended to you all.

I understand that the Secretary to our Education Board Margaret Amaral has been in touch with you directly or spoken to your assistants regarding flight arrangements. just to reiterate the

Bank will pay business class fare and reimburse taxi/transport to and from the Airport. Please remember to keep receipts and boarding cards. If you have any problems please contact Margaret directly Tel: 202-458-7399; Fax 202-522-3233.

Yours sincerely

Maris O'Rourke

Head of the Education Sector.

DISTRIBUTION:

TO: Maris O'Rourke
TO: BRUNO LAPORTE
TO: Zenobia Panthaki

(MARIS OROURKE)
(BRUNO LAPORTE @A1@WBWASH)
(ZENOBIA PANTHAKI)

A L - I N - 1 N O T E

DATE: 14-Feb-1997 05:00pm

TO: David de Ferranti (DAVID DE FERRANTI)
TO: Maris O'Rourke (MARIS OROURKE)

FROM: Margaret Amaral, HDDED (MARGARET AMARAL)

EXT.: 87399

SUBJECT: HD Sector Week Panel

David,

Re Education Panel for HD Sector Week.

I sent an EM early suggesting that Dr. Ayyar be included on the panel you are setting up, I forgot to mention that I spoke to Steve Heyneman earlier today, and he recommended Dr. Ayyar; apparently Dr. A attended all the relevant meetings at which the Bank was criticized and understands the issues well and would therefore make a good panel member.

Maggie

CC: Maris O'Rourke (MARIS OROURKE)
CC: Diana Walker (DIANA WALKER)
CC: Dinah McLeod (DINAH MCLEOD)
CC: Zenobia Panthaki (ZENOBIA PANTHAKI)

L - I N - 1 N O T E

DATE: 13-Feb-1997 03:05pm

TO: Maris O'Rourke (MARIS OROURKE@A1@WBHQB)

FROM: Sue Berryman, EMTHR (SUE BERRYMAN@A1@WBWASH)

EXT.: 32359

SUBJECT: **RE: External Advisory Panel on Education - participation in HD week**

Maris, the judgment is that our training module will not provide Jo Ritzen with a platform appropriate to his status. Other modules may well do so.

Quentin Thompson was our other possibility, and we think that here the match would be good. However, Jamil, I see that you might want to use him. Our module is March 26. Could we share him in some way?

Sue B.

CC: Margaret Amaral (MARGARET AMARAL@A1@WBHQB)
CC: Diana Walker (DIANA WALKER@A1@WBHQB)
CC: Dinah McLeod (DINAH MCLEOD@A1@WBHQB)
CC: BRUNO LAPORTE (BRUNO LAPORTE@A1@WBWASH)
CC: James A. Socknat (JAMES A. SOCKNAT@A1@WBHQB)
CC: EILEEN NKWANGA (EILEEN NKWANGA@A1@WBWASH)
CC: Carolyn Winter (CAROLYN WINTER@A1@WBHQB)
CC: kedoh@notes.worldbank.org@internet
CC: jsalmi@notes.worldbank.org@internet
CC: Rest of Distribution Suppressed

A L - I N - 1 N O T E

DATE: 12-Feb-1997 09:26am

TO: James A. Socknat
TO: BRUNO LAPORTE

(JAMES A. SOCKNAT)
(BRUNO LAPORTE @A1@WBWASH)

FROM: Maris O'Rourke, HDDED

(MARIS OROURKE)

EXT.: 37096

SUBJECT: External Advisory Panel fyi

CC: Zenobia Panthaki
CC: Margaret Amaral

(ZENOBIA PANTHAKI)
(MARGARET AMARAL)

A L - I N - 1 N O T E

DATE: 12-Feb-1997 09:25am EST

TO: Margaret Amaral (MARGARET AMARAL)

FROM: Maris O'Rourke, HDDED (MARIS OROURKE)

EXT.: 37096

SUBJECT: **RE: Confidential: getting the External Advisory Board included on
HD Week modules**

Hi

Just to make responsibilities absolutely clear

Maggie you have sole responsibility for the External Advisory Panel meeting - getting a venue, their travel, their accommodation, background documents, and ensuring they are in an HD module (this will require coordination with the leaders of the modules)etc etc - whatever it takes

Dinah has the responsibility for including the costs for them into the appropriate module - so Maggie she needs to know exactly which ones they are in a. give extra budget accordingly

Ros is chairing the overall approval committee for Education modules in HD week

Thanks everyone

Maris

CC: Dinah McLeod (DINAH MCLEOD)
CC: ROSLYN HEES (ROSLYN HEES @A1@WBWASH)
CC: Jee-Peng Tan (JEE-PENG TAN)

7 L - I N - 1 N O T E

DATE: 10-Feb-1997 08:24pm

TO: Margaret Amaral (MARGARET AMARAL)

FROM: Maris O'Rourke, HDDED (MARIS OROURKE)

EXT.: 37096

SUBJECT: External Advisory Panel on Education - participation in HD week

Here's what I have so far on Panel members participation

Mary Futtrell - a keynote speaker - letter has been sent. Lies with Diana and seems in hand

Jo Ritzen - maybe a keynote speaker - he has been asked and has confirmed but I'm not sure if he has a slot? Sue Berryman also indicated she might want to have him - it's got no further than that I suspect and anyway isnt he leaving on Tuesday night. Lies with Diana. Could be good for Steve's panel?

Jose Luis Brunner - Jamil says he's leaving on Monday night so not available. Needs checking that htis is so.

Aicha Ba - Carolyn wants her but I don't know if she has been asked, accepted whatever - or what dates she will be there - needs pursuing

Fay Chung - Eileen Nkwanga wants her and may have approached her I think? She would also be good for Steve's panel? Needs checking.

Quentin Thompson - Jamil wants him but hasn't been able to get hold of him as yet. I don't know if the dates fit? Needs pursuing

Minister Ayyar - Koffi wants him - hasn't asked him yet I don't think. Dinah wants to move Koffi's modue to the Thursday - not sure if Ayyar would still be around? Needs pursuing

That's it from me - does anyone have anything more up to date to add?

Maris

CC: Diana Walker
CC: Dinah McLeod
CC: BRUNO LAPORTE

(DIANA WALKER)
(DINAH MCLEOD)
(BRUNO LAPORTE @A1@WBWASH)

CC: James A. Socknat
CC: EILEEN NKWANGA
CC: Carolyn Winter
CC: Koffi Edoh
CC: SUE BERRYMAN
CC: Jamil Salmi
CC: Rest of Distribution Suppressed

(JAMES A. SOCKNAT)
(EILEEN NKWANGA @A1@WBWASH)
(CAROLYN WINTER)
(KOFFI EDOH)
(SUE BERRYMAN @A1@WBWASH)
(JAMIL SALMI)

External Advisory Panel on Education

<u>Member</u>	<u>Telephone</u>	<u>Fax</u>
<p>Dr. R.V. Vaidyanatha Ayyar Additional Secretary of Education Ministry of Human Resource Development Government of India, Shastri Bhavan New Delhi 110 001 INDIA</p> <p>Contact: By Pouch - Resident Rep. Adrian Verspoor</p>	<p style="text-align: center;">91-11-338-3202</p> <p style="text-align: center;">91-11-461-9491-93 91-11-461-9496-98 91-11-461-7241-44 91-11-461-0210-26</p>	<p style="text-align: center;">91-11-338-1355 Telex:-31-61336</p> <p style="text-align: center;">91-11-461-9393</p>
<p>Minister Jo Ritzen Minister of Education, Culture and Sport P.O. Box 25000 2700 LZ Zoetermeer THE NETHERLANDS</p> <p>Contacts: Bart Zijlstra Directorate of Strategy International Policy Division Ministry of Education</p> <p>Marinus van Wier First Secretary (Economic)</p> <p>Paul M. op den Brouw Counselor for Science and Technology Royal Netherlands Embassy 4200 Linnean Avenue, NW Washington, DC 20008</p>	<p style="text-align: center;">31-79-323-2323</p> <p style="text-align: center;">31-79-323-3874 31-23-524-4335 (home)</p> <p style="text-align: center;">202-244-5300</p> <p style="text-align: center;">202-323-3874</p>	<p style="text-align: center;">31-79-323-2320</p> <p style="text-align: center;">31-79-323-3577</p> <p style="text-align: center;">202-966-0728</p>

External Advisory Panel on Education

<u>Member</u>	<u>Telephone</u>	<u>Fax</u>
<p>Mr. Quentin Thompson Coopers & Lybrand Management Consultancy Services 1 Embankment Place London WC2N 6NN UNITED KINGDOM</p> <p>Contact: Secretary Jackie Gugacz</p>	<p style="text-align: center;">44-171-213-4756</p> <p style="text-align: center;">44-171-213-1670</p>	<p>44-171-213-2451</p>
<p>Ms. Fay Chang Chief, Education Cluster UNICEF 3 UN Plaza, TA 26 A New York, NY 10017</p> <p>Contact: Ms. Helen Fitch</p>	<p style="text-align: center;">212-824-6638</p> <p style="text-align: center;">212-824-6620</p>	<p>212-824-6483</p>
<p>Mrs. Diallo Hadja Aicha-Bah Director, Division of Basic Education UNESCO 7 Place de Fontenoy 75007 Paris FRANCE & Minister for Pre-University and Vocational Training UNESCO</p> <p>Contact: Mrs. Evesard Alimata</p>	<p style="text-align: center;">33-1-4568-1076 33-1-4568-1340</p>	

External Advisory Panel on Education

<u>Member</u>	<u>Telephone</u>	<u>Fax</u>
<p>Mrs. Mary Futtrell Dean, Graduate School of Education and Human Development George Washington University Suite 206 2134 G Street, NW Washington, DC 20052 or Head Education International International Teachers Group</p> <p>Contact: Beatrice Bugnosen</p>	202-994-6161	202-994-7207
<p>Minister Jose Joaquin Reid Brunner Ministro Secretario General del Gobierno Palacio de Gobierno Santiago CHILE</p> <p>Contact: Jimena Velasco</p>	562-690-4160	562-699-1657
	562-690-4161	

cc: MOR

The World Bank
Washington, D.C. 20433
U.S.A.

JAMES D. WOLFENSOHN
President

January 28, 1997

x b/up for
Paris

Mr. Jo Ritzen
Minister
Ministry of Education and Science
Government of the Netherlands
P.O. Box 25000
27000LZ
Zoetermeer, The Netherlands

Dear Jo,

Thank you much for your letter of January 16. I am very pleased that your visit to the District Primary Education Program (DPEP) in India proved to be so provocative. In your letter you have raised a number of important points and I would like to elaborate briefly on a few of them below.

As you have rightly discerned during your visit, our work in the educational sector in India since 1990 has been rooted in four basic principles: (a) an intensive and continuous policy dialogue with the Government of India (GOI), State Governments and an assortment of key Indian research institutions, partner agencies, NGOs and many parts of civil society; (b) assurances that, during project preparation and implementation, there is extensive borrower ownership; (c) convergence of the DPEP program components and processes with other ongoing services or projects, such as early childhood education, total literacy campaigns, non-formal education, joyful learning and women's empowerment (these last two projects, designed and implemented under the sponsorship of your Government); and (d) incorporation of key lessons learned from our current education portfolio in India and other ongoing projects, in the design and implementation of new investments.

You also mentioned the importance of reaching girls, scheduled caste children and working children. The DPEP program is mainly targeted to these socially underprivileged groups. Thus, DPEP has required every district benefiting from the IDA Credit to carry out a social assessment study, and then to develop appropriate strategies tailored to the district's characteristics. Doing this work effectively is a tremendous challenge for India.

Mr. Jo Ritzen

-2-

January 28, 1997

You mentioned, too, the project's emphasis on institutional capacity. The building and strengthening of institutional capacity, from the village level to the state and national authorities, passing through the school, cluster, block and district levels, is another major focus of this program. We are pleased that this institutional capacity building appears to be developing. Clearly without this, the projects cannot have a long-term impact on achieving universal primary education.

In this process of assisting GOI and 11 States to develop their primary education systems, we have been fortunate to be able to count on the technical and financial assistance of the Government of the Netherlands, which we greatly appreciate. DPEP II includes a grant of US\$25.8 million from the Netherlands' Ministry for Development Cooperation to execute this project in three socially disadvantaged districts of the State of Gujarat.

Despite the achievements and positive impact of the Uttar Pradesh Basic Education project in increasing school enrollment of socially disadvantaged children, there is still an enormous challenge to achieve universal education in India. As India is now making a stronger commitment toward universal education than at any time in its modern history, IDA's role, in collaboration with other donors such as the Government of the Netherlands, can only be seen as that of a catalyst. Therefore, we look forward to continuing collaboration with your Government in future investments in this very critical program.

With warm personal regards

Sincerely yours,

JDW

James D. Wolfensohn

cc: Messrs.: Surendra Singh, Executive Director, India
David de Ferranti, Director, Human Development Department
Adriaan Verspoor, Education Adviser, New Delhi Office

Mr. Jo Ritzen

-3-

January 28, 1997

bcc: Messrs./Mme.: Joseph D. Wood (SASVP); Robert Drysdale (SA2DR); Mieko Nishimizu (SA1DR); Edwin R. Lim, N.K. Jangira, Thomas Eisemon (SA2RS); Richard Skolnik, Juan Prawda (SA2PH)

EXC Ref: {Exec Ref. Num.}

→
see over

MINISTER OF EDUCATION (GENERAL) (1997)

Dr. James D. Wolfensohn
President of The World Bank
1818 H Street, N.W.
Washington D.C. 20433
USA

personal

Zoetermeer, 16 January 1997

Dear Jim,

Your suggestion to visit the World Bank project on primary education has turned out to provide a marvellous opportunity. Indeed I visited in early January the DPEP programme (as it is called) and had discussions in Delhi and Bangalore with the Indian officials who are in charge of the programme and with Mr Adriaan Verspoor, the World Bank official in charge of the programme. Also I visited the programme "in the field" in the district Mandya of Karnataka and saw school classes in action in three different villages. I witnessed the training of teachers, the training of village education committee members and happened to be able to participate in a village education committee meeting which took place together with a large part of the population on the village square (image the scene!)

Indeed, the visit was a great learning experience for my work in the Educational Advisory Panel.

First because I do see the programme - if continued with the same intensity - as one which will be outstanding in all respects; most importantly its impact on (female) literacy. When I use the term impact on literacy, I am aware of the fact that the content of "literacy" may be different as a result of the differences in the learning environments which were provided. The three learning environment factors of the DPEP programme, i.e. joyful learning, activity based learning and child centred learning contribute to a content of literacy with a maximum of empowerment and creativity.

Second because I got a sense of the critical success factors. These are in my view:

- a. There is complete "ownership" of the programme by the Indian Government. At no point the programme has been controversial. No questions have been raised in Parliament. Government parties and politicians agree. This reflects a decisive support on an abstract level for the policy throughout the Indian society. Although the programme is contrary to the very roots of the male dominated Indian society, it still is supported, because earlier campaigns (like the total literacy campaign) have had the result of making literacy an accepted and desired characteristic for all. There are still (from time to time) some objections by high caste villagers against education of low caste children, but its ideological content (which is so compellingly described in Rohinton Mistry's book "A Fine Balance") has apparently withered away. It is an objection based on the disappearance of cheap (child) labour.
- b. The managerial capacity of the Indian Civil service in the programme has been impressive. Really first rate. The political leadership has been sufficient to procure

TOTAL P.03

- 2 -

the set-up of an excellent staff of civil servants to run the project in Karnataka. Although one ideally expects civil servants to follow the political direction, it often requires a thoughtfully designed incentive structure to ensure this. I could only detect such a structure in the availability of contacts with other countries and some foreign travel. The motivation of the civil servants seems therefore first and foremost to be determined by an intrinsic interest in the project.

It is a salute to the World Bank officers involved in designing the project that these critical factors were satisfied. During my visit I felt from time to time that other countries might learn from this project, in particular from the way the village as a whole contributed to the assessment of what had to be done by bringing together the information on who had dropped out and why, and how this could be remedied (the so-called "micro planning"). Of course, there are elements which require further attention. But these do not infringe on an overall very positive impression.

I was most grateful for this experience.

With best wishes,

yours

Jo Ritzen

cc: David de Ferranti

By fax, with
attachment.
(2 pages total)

ALL - I N - 1 N O T E

DATE: 11-Feb-1997 03:57pm

TO: Maris O'Rourke
TO: RALPH W. HARBISON

(MARIS OROURKE)
(RALPH W. HARBISON @A1@WBWASH)
(DIANA WALKER)

FROM: Diana Walker, HDDDR

EXT.: 87318

SUBJECT: Letter from Jo Ritzen

Maris/Ralph:

Dave has received a stiff letter from Jo Ritzen regarding an apparent miscommunication about the conference of the Ministers of Finance and Education of the PHARE countries together with the World Bank and the Commission of the European Union in Warsaw. (I'll send the letter to you now by fax.)

Do you know anything about this? Any suggestions for a response?

CC: David de Ferranti

(DAVID DE FERRANTI)

11-FEB-1997 09:58

MIN DC&W

31 7933232320 P. 02/02

GenW

Ministry of Education,
Culture and Science

P.O. Box 25000
NL-2700 LZ Zoetermeer
The Netherlands
Phone +31 79 3232323
Fax +31 79 3232320
Telex 32626 MINO NL

Mr. David de Ferranti
Worldbank
Washington D.C.
U.S.A.
Par fax: 00 1 202 4776391

Your letter

Ref.
RIB/97004068

Zoetermeer
February 10. 1997

Subject

0031-79-323.49.30

Phone


Dear David,

Since I have been informed that the time and place of a planned conference of the ministers of Finance and of Education of the PHARE countries together with the Worldbank and the Commission of the European Union in Warsaw are not the most appropriate for such a meeting. I have decided to renounce the organization of such a meeting.

You will understand that I have been disappointed to know that the Worldbank, two weeks after a meeting with the European Commission in Brussels, during which the Worldbank emphasized the importance of the proposed conference in Warsaw with respect to the desirable convergence of activities of the European Commission and the Worldbank, now definitely advises against such a meeting.

I have informed Mrs. Cresson, member of the European Commission, that I have abandoned the organization of this conference with the Worldbank.

Sincerely yours,

P/P 

J.M.M. Ritzen.
Minister of Education, Culture and Science
President of the Education Council of the European Union

cc: Mr. Steve Heyneman
Mr. R. Harbison

The World Bank
Washington, D.C. 20433
U.S.A.

David de Ferranti
Director
Human Development Department

February 18, 1997

Minister Jo Ritzen

Dear Jo,

I am looking forward to getting together again when you're here in March for our Human Development Week. Given your additional activities with the Education External Advisory Panel, I especially appreciate the time commitment this entails for you.

Our two offices have pinned down the details fairly well. I just wanted to add a few thoughts about the time we've reserved for you to speak to the entire group -- which would be over 500 people.

We've reserved the first luncheon -- on Tuesday, March 25 -- for the keynote speeches by yourself and Carol Bellamy, head of UNICEF. This is the best time for the major speeches of the entire week, and it also fits with your schedule.

I will chair the session, and introduce both you and Carol, who would speak one after the other. I understand that you are prepared to make remarks on "Making a Ministry More Effective." We've suggested to Carol that she pick a parallel topic that also fits into the general theme of HD Week, "Designing and Implementing Reforms."

I would suggest that each of you plan to speak for about 20-30 minutes. There will certainly be some questions from the floor.

If you would like to talk about these or other arrangements, give me a call anytime.

Sincerely,



FROM:

FAX:

Jan-28-97 Tue 15:44 PAGE: 01



Dr. R.V. Vaidyanatha Ayyar
Additional Secretary

U
FAX

मानव संसाधन विकास मंत्रालय
शिक्षा विभाग
भारत सरकार
नई दिल्ली-110001

NOR
File

MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF EDUCATION
GOVERNMENT OF INDIA
NEW DELHI-110001

28th January, 1997.

Dear Ms. Kourke,

Thank you for your letter dated January 17, 1997 regarding the External Advisory Panel on Education to the World Bank.

It would be a pleasure to participate in the Human Development Professionals Forum.

With best wishes,

Yours sincerely,

(R.V. Vaidyanatha Ayyar)

Ms. Maris O'Rourke
Head, Education Sector
The World Bank
1818 H Street NW
Washington D.C.

(Fax No: 202.477.6391)

*** MCII TRAFFIC OPERATIONS - FACSIMILE COVER SHEET AND MESSAGE ***

(If all pages are not satisfactorily received, please call (202) 458-2805)
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Ref: INB41453

FAX Number: 23233

Number of Pages (including this sheet): 2

The World Bank

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

1818 H Street N.W.
Washington, D.C. 20433
U.S.A.

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

January 17, 1997

Ms. Fay Chung
Chief, Education Cluster
UNICEF
3 UN Plaza, TA 26A
New York, NY 10017

Dear Ms. Chung:



I am delighted that you have agreed to be a member of the External Advisory Panel on Education to the World Bank.

This is a follow up letter to the invitation you received in December from Jo Ritzen (Chair of the External Advisory Panel) to attend a meeting on 23rd-25th March 1997, in Washington D.C.

First, I would like to extend our invitation to you to include the 26th & 27th March, as we very much hope you will be able to join us for the Human Development Professionals Forum. This Forum provides those working in education across the Bank Group with a chance to meet as a professional community and learn from each other. It is also an opportunity to hear about new ideas and discuss critical issues that link Education, Social Protection and Health, ideas that can help us facilitate learning in partnership with our clients. The theme of the Forum will address new frontiers in implementing reforms.

Can you please let us know if you are able to attend the External Advisory Board Meeting 23/24 March and whether you can join our Forum 25/27 March.

In addition for planning purposes would you let us know if you will be making your own hotel and flight arrangements or would you like the Bank to take responsibility.

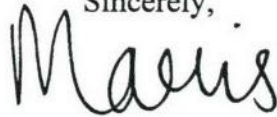
I should add that we are thinking of asking you all to participate in a panel discussion on Wednesday 25th at some point and participate in particular seminars. More on that later.

If you have queries at all please contact Maggie Amaral on tel: 202-458-7399 or fax: 202-522-3233.

In the meantime let me take this opportunity to wish you good health and best wishes for the coming year.

Kind regards,

Sincerely,

A handwritten signature in cursive script that reads "Maris".

Maris O'Rourke
Head, Education Sector

January 17, 1997

Dr. R.V. Vaidyanatha Ayyar
Additional Secretary of Education
Ministry of Human Resources Development
Government of India, shastri Bhawan
New Delhi 110 001
INDIA

Dear Dr. Ayyar

I am delighted that you have agreed to be a member of the External Advisory Panel on Education to the World Bank.

This is a follow up letter to the invitation you received in December from Jo Ritzen (Chair of the External Advisory Panel) to attend a meeting on 23rd-25th March 1997, in Washington D.C.

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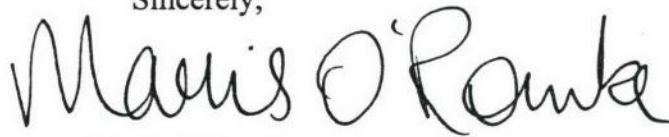
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In the meantime let me take this opportunity to wish you good health and best wishes for the coming year.

Kind regards,

Sincerely,

A handwritten signature in black ink that reads "Maris O'Rourke". The signature is written in a cursive, flowing style.

Maris O'Rourke
Head, Education Sector

The World Bank

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

1818 H Street N.W.
Washington, D.C. 20433
U.S.A.

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

January 17, 1997

Ms. Mary Futrell
George Washington University
Room 206
21 34th Street N.W.
Washington, DC 20052

Dear ~~Ms. Futrell~~: *Mary,*

I am delighted that you have agreed to be a member of the External Advisory Panel on Education to the World Bank.

This is a follow up letter to the invitation you received in December from Jo Ritzen (Chair of the External Advisory Panel) to attend a meeting on 23rd-25th March 1997, in Washington D.C.

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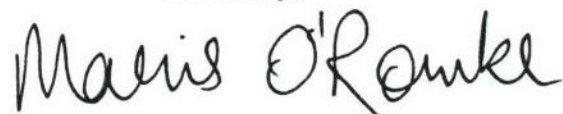
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In the meantime let me take this opportunity to wish you good health and best wishes for the coming year.

Kind regards,

Sincerely,

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Maris O'Rourke
Head, Education Sector

January 17, 1997

Mr. Quentin Thompson
Coopers & Lybrand
Management Consultancy Services
1 Embankment Place
London WC2N 6NN
UNITED KINGDOM

Dear Quentin:

I am delighted that you have agreed to be a member of the External Advisory Panel on Education to the World Bank.

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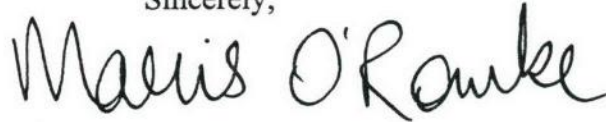
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Kind regards,

Sincerely,

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Maris O'Rourke
Head, Education Sector

January 17, 1997

Mrs. Diallo Hadja Aicha-Bah
Director, Division of Basic Education
UNESCO
7 Place de Fontenoy
75007 Paris
FRANCE

Dear Aicha:

I am delighted that you have agreed to be a member of the External Advisory Panel on Education to the World Bank.

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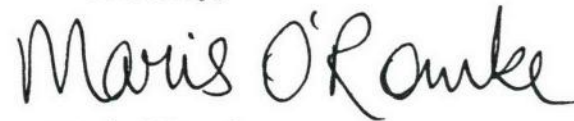
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Kind regards,

Sincerely,

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Maris O'Rourke
Head, Education Sector

January 17, 1997

Minister Jose Joaquin Brunner
Ministro Secretario General del Gobierno
Palacio de Gobierno
Santiago
CHILE

Your Excellency:

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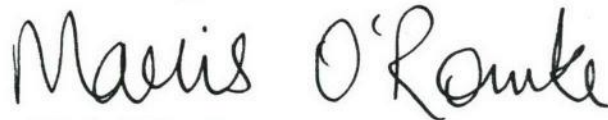
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Kind regards,

Sincerely,

A handwritten signature in black ink that reads "Maris O'Rourke". The signature is written in a cursive, flowing style.

Maris O'Rourke
Head, Education Sector

The World Bank

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

1818 H Street N.W.
Washington, D.C. 20433
U.S.A.

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

January 17, 1997

Minister Jo Ritzen
Minister of Education, Culture and Sport
PO Box 25000
2700 LZ Zoetermeer
THE NETHERLANDS

Your Excellency:

I am delighted that you have agreed to continue as chair of the External Advisory Panel on Education to the World Bank.

This is a follow up letter to the invitation you sent in December to the panel to attend a meeting on 23rd-25th March 1997, in Washington D.C.

First, I would like to extend our invitation to you all to include the 26th & 27th March (see copies attached), as we very much hope you will be able to join us for the Human Development Professionals Forum. This Forum provides those working in education across the Bank Group with a chance to meet as a professional community and learn from each other. It is also an opportunity to hear about new ideas and discuss critical issues that link Education, Social Protection and Health, ideas that can help us facilitate learning in partnership with our clients. The theme of the Forum will address new frontiers in implementing reforms.

Can you please let us know if you are able to attend the External Advisory Board Meeting 23/24 March and whether you can join our Forum 25/27 March.

In addition for planning purposes would you let us know if you will be making your own hotel and flight arrangements or would you like the Bank to take responsibility.

I should add that we are thinking of asking you all to participate in a panel discussion on Wednesday 25th at some point and participate in particular seminars. More on that later.

If you have queries at all please contact Maggie Amaral on tel: 202-458-7399 or fax: 202-522-3233.

In the meantime let me take this opportunity to wish you good health and best wishes for the coming year.

Kind regards,

Sincerely,

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Maris O'Rourke
Head, Education Sector

January 17, 1997

Minister Jose Joaquin Brunner
Ministro Secretario General del Gobierno
Palacio de Gobierno
Santiago
CHILE

Your Excellency:

I am delighted that you have agreed to be a member of the External Advisory Panel on Education to the World Bank.

This is a follow up letter to the invitation you received in December from Jo Ritzen (Chair of the External Advisory Panel) to attend a meeting on 23rd-25th March 1997, in Washington D.C.

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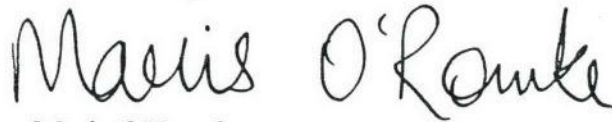
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Maris O'Rourke
Head, Education Sector

January 17, 1997

Mrs. Diallo Hadja Aicha-Bah
Director, Division of Basic Education
UNESCO
7 Place de Fontenoy
75007 Paris
FRANCE

Dear Aicha:

I am delighted that you have agreed to be a member of the External Advisory Panel on Education to the World Bank.

This is a follow up letter to the invitation you received in December from Jo Ritzen (Chair of the External Advisory Panel) to attend a meeting on 23rd-25th March 1997, in Washington D.C.

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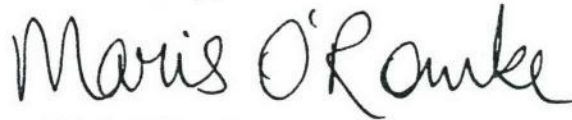
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Head, Education Sector

The World Bank

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Washington, D.C. 20433
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(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

January 17, 1997

Mr. Quentin Thompson
Coopers & Lybrand
Management Consultancy Services
1 Embankment Place
London WC2N 6NN
UNITED KINGDOM

Dear Quentin:

I am delighted that you have agreed to be a member of the External Advisory Panel on Education to the World Bank.

This is a follow up letter to the invitation you received in December from Jo Ritzen (Chair of the External Advisory Panel) to attend a meeting on 23rd-25th March 1997, in Washington D.C.

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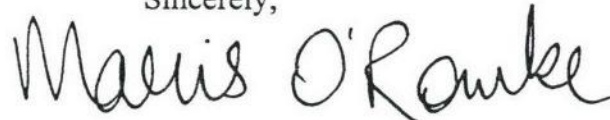
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Kind regards,

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Maris O'Rourke
Head, Education Sector

January 17, 1997

Ms. Mary Futrell
George Washington University
Room 206
21 34th Street N.W.
Washington, DC 20052

Dear Ms. Futrell:

Mary,

I am delighted that you have agreed to be a member of the External Advisory Panel on Education to the World Bank.

This is a follow up letter to the invitation you received in December from Jo Ritzen (Chair of the External Advisory Panel) to attend a meeting on 23rd-25th March 1997, in Washington D.C.

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In the meantime let me take this opportunity to wish you good health and best wishes for the coming year.

Kind regards,

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Maris O'Rourke
Head, Education Sector

January 17, 1997

Dr. R.V. Vaidyanatha Ayyar
Additional Secretary of Education
Ministry of Human Resources Development
Government of India, shastri Bhawan
New Delhi 110 001
INDIA

Dear Dr. Ayyar

I am delighted that you have agreed to be a member of the External Advisory Panel on Education to the World Bank.

This is a follow up letter to the invitation you received in December from Jo Ritzen (Chair of the External Advisory Panel) to attend a meeting on 23rd-25th March 1997, in Washington D.C.

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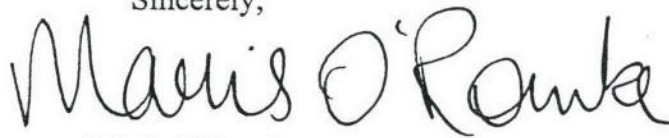
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In the meantime let me take this opportunity to wish you good health and best wishes for the coming year.

Kind regards,

Sincerely,

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Maris O'Rourke
Head, Education Sector

January 17, 1997

Ms. Fay Chung
Chief, Education Cluster
UNICEF
3 UN Plaza, TA 26A
New York, NY 10017

Dear Ms. ~~Chung~~:

Fay

I am delighted that you have agreed to be a member of the External Advisory Panel on Education to the World Bank.

This is a follow up letter to the invitation you received in December from Jo Ritzen (Chair of the External Advisory Panel) to attend a meeting on 23rd-25th March 1997, in Washington D.C.

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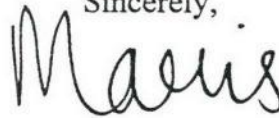
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If you have queries at all please contact Maggie Amaral on tel: 202-458-7399 or fax: 202-522-3233.

In the meantime let me take this opportunity to wish you good health and best wishes for the coming year.

Kind regards,

Sincerely,

A handwritten signature in cursive script that reads "Maris".

Maris O'Rourke
Head, Education Sector

Ext. Adv. Panel

F L - I N - 1 N O T E

DATE: 05-Dec-1996 09:32am

TO: Maris O'Rourke (MARIS OROURKE)

FROM: Diana Walker, HDDDR (DIANA WALKER)

EXT.: 87318

SUBJECT: Mary Futrell

Maris,

Mary Futrell has agreed to join the External Advisory Panel. She would be interested in learning more about what it entails, and asked that any materials be forwarded to her at George Washington University, Room 206, 21 34th Street N.W., Washington, D.C. 20052.

I wasn't sure if it would be us or Minister Ritzen who contacts her with the details, so I didn't get specific about what she should expect next. I did inform her about the March dates, however, and she didn't express any problems with them.

I've tried to reach Bart Z. to inform Ritzen, but haven't connected yet.

CC: Zenobia Panthaki (ZENOBIA PANTHAKI)

A L - I N - 1 N O T E

DATE: 02-Dec-1996 12:53pm

TO: Maris O'Rourke
TO: Zenobia Panthaki

(MARIS OROURKE)
(ZENOBIA PANTHAKI)

FROM: Diana Walker, HDDDR

(DIANA WALKER)

EXT.: 87318

SUBJECT: Regrets from Nan Keohane

Sadly, she has declined. It's too bad because she would have been a superb member. In any case, I'll now try to reach Dr. Mary Futrell.

L - I N - 1 N O T E

DATE: 11/14/96

TO: Maris O'Rourke

(MARIS OROURKE)

FROM: Zenobia Panthaki, HDDED

(ZENOBIA PANTHAKI)

EXT.: 33486

SUBJECT: **Follow up**

Maris,

1. I have called Education International and left a message for Mary Futtrell to call you. She does not divulge her number in the US and wants messages to be conveyed to her through this channel (I was informed of this by ML).

2. I left a VM for Paul Cadario who called back to say it was ok, but when you wanted him to give a presentation, you would need to give him some notice since he's often on miss

gued van nummer

- Mary Futhrell head of
Ed. Intl (tr group)

Marlane has contact #'s

- Jill Fox Conway
Dean Wellesley College
still haven't got
contact #'s, yet.

011 322224 0611

THE FOLLOWING FILE(S) ERASED

FILE	FILE TYPE	OPTION	TEL NO.	PAGE	RESULT
008	MEMORY TX	PERSONAL CODE ****	901131793232320	01/01	OK

ERRORS

1) HANG UP OR LINE FAIL 2) BUSY 3) NO ANSWER 4) NO FACSIMILE CONNECTION

**THE WORLD BANK
FACSIMILE COVER SHEET AND MESSAGE**

DATE: (including cover sheet)	November 13, 1996	NO. OF PAGES:	1	MESSAGE NO.:	{#}
TO:	Mr. van Wier - Zijlstra	DESTINATION FAX		NO.:	31-79- 323-2320
Title:	Directorate of Strategy				
Orgn.	Ministry of Education				
City/Country:	The Netherlands				
FROM:	Maris O'Rourke	FAX NO.:		202 322 3233	
	Head, Education Sector	Phone No. (work)		202 - 473 7096	
SUBJECT:	Letters to Members of the External Advisory Panel				

MESSAGE:

Hi Bart,

I trust you received the letters for Minister Jo Ritzen to sign off on. These were faxed to you on November 8 with a request for comments, if any.

One small change, Alice Ilchman has regretted her inability to be a member of the Panel and we are in the process of identifying someone from the US for that position.

**THE WORLD BANK
FACSIMILE COVER SHEET AND MESSAGE**

DATE: November 13, 1996 **NO . OF PAGES:** 1 **MESSAGE NO.:** {#}
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FROM: **Maris O'Rourke** **FAX NO.:** **202 322 3233**
Head, Education Sector Phone No. (work) 202 - 473 7096

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One small change, Alice Ilchman has regretted her inability to be a member of the Panel and we are in the process of identifying someone from the US for that position.

I look forward to knowing if the letters were ok or if you want any changes. Also, would you like us to put them on a diskette and mail it to you?

I will await your response.

Kind regards,

Maris



Transmission authorized by: authorization

If you experience any problem in receiving this transmission, inform the sender at the telephone or fax no. listed above.

HDD 69305

(AUTO)

THE FOLLOWING FILE(S) ERASED

FILE	FILE TYPE	OPTION	TEL NO.	PAGE	RESULT
020	MEMORY TX	PERSONAL CODE ****	901131793232320	15/15	OK

ERRORS

1) HANG UP OR LINE FAIL 2) BUSY 3) NO ANSWER 4) NO FACSIMILE CONNECTION

FACSIMILE COVER SHEET AND MESSAGE

DATE:	November 8, 1996	NO. OF PAGES: 15 (including cover sheet)	MESSAGE NO.: {#}
TO:	Mr. van Wier - Zijlstra Title: Directorate of Strategy Orgn. Ministry of Education City/Country: The Netherlands	DESTINATION FAX NO.: 31-79- 323-2320	
FROM:	Maris O'Rourke Head, Education Sector	FAX NO.: Phone No. (work)	202 322 3233 202 - 473 7096
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November 8, 1996

Ms. Alice Stone Ilchman
Chair, Rockefeller Foundation
Sarah Lawrence College
1 Mead Way
Bronxville
NY 10708

Dear Ms. Ilchman:

In 1995 the World Bank invited a group to become their External Advisory Panel on Education. The group was:

- Jo Ritzen (Chair), Minister of Education, Culture & Science, The Netherlands
- Quentin Thompson, Coopers & Lybrand, Management Consultancy Service
- Dr. R.V. Vaidyanatha Ayyar, Additional Secretary for Education, Ministry of Human Resource Development, Government of India
- Mrs. Diallo Hadja Aicha-Bah, Minister for Pre-University and Vocational Training, Ministry of Education, Republic of New Guinea
- Gorden Ambach, Executive Director, Council of Chief State School OfficerUSA

We met in January 1996 in Washington D.C. and our advice is attached for your information. This was well received, widely distributed and has had a real effect on the Bank's Operations.

The Education Sector of the Bank is now formally part of the Bank's new Human Development Network and the new Education Sector Board (Chair, Maris O'Rourke) wishes to continue to receive advice from an External Panel.

They have asked me to put together a Panel and chair it and I have agreed.

I would be delighted if you would agree to join me on the panel for 1997.

, I envisage the panel being both stable and dynamic with some members staying on each year and some being replaced. The people I have invited for 1997 are:-

- Mrs. Diallo Hadja Aicha-Bah, Director, Division of Basic Education, UNESCO
- Quentin Thompson, Coopers & Lybrand, Management Consultancy Service (to continue)
- Dr. R.V. Vaidyanatha Ayyar, Additional Secretary for Education, Ministry of Human Resource Development, India (to continue)
- Jose Joaquin Brunner, Minister of the Presidency, Chile (new)
- Alice Ilchman, Chair, Rockefeller Foundation (new)
- Fay Chung (new)

Our meeting will be March 25-27, 1997 Washington D.C. This time the World Bank is very interested in receiving advice on teacher development and teachers' role in educational reform.

I do hope you will accept my invitation to be part of this influential group.

Kind regards,

Sincerely,

Jo Ritzen

Attachments

November 8, 1996

Ms. Fay Chung
Chief, Education Cluster
UNICEF
3 UN Plaza, TA 26A
NY 10017

Dear Ms. Chung:

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Attachments

November 8, 1996

Minister Jose Joaquin Reid Brunner
Ministro Secretario General del Gobierno
Palacio de Gobierno
Santiago - Chile

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Kind regards,

Sincerely,

Jo Ritzen

Attachments

HDD
C:\MSOFFICE\WINWORD\DOCUMENT\JOSE.DOC
November 5, 1996 5:00 PM

November 8, 1996

Mr. Gordon Ambach
Executive Director
Council of Chief State School Offices
1 Massachusetts Avenue, NW Suite 700
Washington, DC 2001-1431

Dear Gordon:

In 1995 the World Bank invited a group to become their External Advisory Panel on Education. The group was:

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- Quentin Thompson, Coopers & Lybrand, Management Consultancy Service
- Dr. R.V. Vaidyanatha Ayyar, Additional Secretary for Education, Ministry of Human Resource Development, Government of India
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They have asked me to put together a Panel and chair it, and I have agreed.

I envisage the panel being both stable and dynamic with some members staying on each year and some being replaced. I have therefore invited Alice Ilchman, Chair of the Rockefeller Foundation, to be our USA 'representative' and she has agreed.

Thank you for your contribution to this influential group and I wish you well for the future.

Kind regards,

Sincerely,

Jo Ritzen

Attachments

November 8, 1996

Dr. R.V. Vaidyanatha Ayyar
Additional Secretary of Education
Ministry of Human Resource Development
Government of India, shastri Bhawan
New Delhi 110 001
INDIA

Dear Dr. Ayyar:

As you know in 1995 The World Bank invited a group, of which you were one, to become their External Advisory Panel on Education.

We met in January 1996 in Washington and produced our advice in April 1996 (attached). This was well, widely distributed, and has had real effect on the Bank's operations.

The Education Sector of the Bank is now formally part of the Bank's new Human Development Network and the new Education Sector Board (Chair, Maris O'Rourke) wishes to continue to receive advice from received an External Panel.

I have discussed this with Jim Wolfensohn, David de Ferranti and Maris O'Rourke. They have asked me to put together a panel, and chair it, and I have agreed.

I would be delighted if you would agree to join me on the panel for 1997.

I envisage the panel being both stable and dynamic with some members staying on each year and some being replaced.

The people I have invited for 1997 are:-

- Mme. Diallo Hadja Aicha-Bah, Director, Division of Basic Education, UNESCO
- Quentin Thompson, Coopers & Lybrand, Management Consultancy Service
- Dr. R.V. Vaidyanatha Ayyar, Additional Secretary for Education, Ministry of Human Resource Development, India
- Alice Ilchman, Chair, Rockefeller Foundation
- Ms. Fay Chung, Chief, Education Cluster, UNICEF
- Jose Joaquin Brunner, Minister of the Presidency, Chile

Our meeting will be March 25-27, 1997 Washington D.C. This time the World Bank is very interested in receiving advice on teacher development and teachers' role in educational reform.

I do hope you will accept my invitation to be part of this influential group.

Kind regards,

Sincerely,

Jo Ritzen

Attachments

HDD
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November 5, 1996 4:22 PM

November 8, 1996

Mrs. Diallo Hadja Aicha-Bah
Director, Division of Basic Education
UNESCO
7 Place de Fontenoy
75007 Paris
FRANCE

Dear Aicha:

As you know in 1995 The World Bank invited a group, of which you were one, to become their External Advisory Panel on Education.

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Kind regards,

Sincerely,

Jo Ritzen

Attachments

HDD
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November 5, 1996 4:22 PM

The World Bank

the INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

1818 H Street N.W.
Washington, D.C. 20433wazzu
U.S.A.

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

November 8, 1996

Mr. Quentin Thompson
Coopers & Lybrand
Management Consultancy Services
1 Embankment Place
London WC2N 6NN
UK

Dear Quentin:

As you know in 1995 The World Bank invited a group, of agree which you were one, to become their External Advisory Panel on Education.

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Jo Ritzen

Attachments

HDD
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November 5, 1996 4:22 PM

THE WORLD BANK GROUP
Headquarters: Washington, D.C. 20433
Tel. No. (202) 477-1234 • Fax (202) 477-6391 • Telex No. RCA 248423

→ ① Maria O'Rou
~~Bruno Lepante~~
② File
-IP

FACSIMILE COVER SHEET AND MESSAGE

DATE: Oct. 16, 1996 NO. OF PAGES: 3
(including cover sheet)

TO: Mr. Bart Zijlstra FAX NO.: 31-79-323-2320

FROM: David de Ferranti FAX NO.: (202) 522-3235
Telephone: (202) 473-8729

SUBJECT: Letter to the Minister

MESSAGE:

Dear Bart,

It was great to see you on Monday. Thank you very much for all your help with the arrangements for our meeting.

Attached is a letter for forwarding to the Minister. The materials mentioned are being sent separately by overnight express mail.

Best regards,



David de Ferranti

Transmission authorized by:

If you experience any problem in receiving this transmission, inform the sender at the telephone or fax no. listed above.

The World Bank
Washington, D.C. 20433
U.S.A.

David de Ferranti
Director,
Human Development Department

October 16, 1996

Mr. Jo M. M. Ritzen
Minister of Education, Culture and Science
The Netherlands

Dear Jo,

Thanks for the delightful dinner and useful discussion. We will proceed with the follow-up steps as agreed. The materials we promised are being sent by overnight express.

To recapitulate some ideas for your breakfast meeting with Jim, you might consider mentioning to him the following:

- *The new "Human Development Network" we have just launched in our area of the Bank's work.* This is a new beginning for the Bank, aimed at changing how we work, renewing our effectiveness, and making us more outward (and less inward) oriented. We will be seeking substantial improvements in how we
 - ◆ build/share knowledge
 - ◆ develop/utilize/strengthen our people
 - ◆ formulate/apply strategies
 - ◆ improve the quality of our work.

Aiming for results on the ground through better incentives to staff will be key to the success of this initiative. In materials I am sending, I have highlighted a few sections that outline our approach.

- This renewal process has been designed over a six-month period of intensive effort, drawing on ideas and feedback from external and internal sources. *The work of the Education External Advisory Panel, leading to the recommendation in its report, was an important and highly useful part of the external input that helped guide the decisions to embark upon the major changes that the renewal is initiating.* The three main points from the recommendations (regarding (i) understanding country circumstances, (ii) implementation, and (iii) social cohesion) are amongst the core objectives we are focusing on. If you are wondering how to convey all this without

sounding as though the Panel's chair is tooting his own horn, you might say that the Panel is pleased that David (me) felt that its recommendations have been a major help in pushing forward our change agenda. And in that way, the idea of having such a Panel, and the initiative interaction that has resulted, have proven to be a successful experiment.

- *You are aware that the new Human Development Network is part of a larger change process that Jim is leading to revitalize the Bank.* (Again, see the materials for details.) And you are pleased to see these efforts.
- *The Bank is not alone in having these problems to address.* Here you could develop the the idea you raised at dinner about the issues that education ministries everywhere are grappling with, and the whole topic of knowledge.

I hope your breakfast with Jim goes well. In addition, Elaine, his wife, whom you will be sitting next to at dinner, is also very interested in education, and did masters-level work on education at Columbia. Elaine has been a big supporter of our efforts to bring about change, and a great friend. She has a lot of influence on Jim and is very insightful on her own part. So it would be helpful for you to have a good conversation with her.

Finally, on another topic, our research for a head of our new Social Protection group, I would be very grateful for any ideas of names you might have and be able to pass along. Someone with recognized statues, e.g. an ex-minister, would be superb. It also must be someone who is willing to engage seriously in the real work we have to do.

It was great to see you again, and I look forward to more contact in the period ahead. If your office (e.g., Bart Zijlstra?) could let me know how you feel your discussions with Jim and Elaine go, that would be super.

Sincerely



David de Ferranti
Director
Human Development Department

Enclosures

Maris O'Rourke

THE WORLD BANK/IFC/M.I.G.A.

OFFICE MEMORANDUM

DATE: October 16, 1996

TO: Mr. James D. Wolfensohn

THROUGH: David de Ferranti, HDD *Def.*

FROM: Maris O'Rourke, HDD *For BRL*

EXTENSION: 37096

SUBJECT: **Briefing Note on Minister Ritzen**

- On **Thursday, 24 October** you will be having breakfast with **Jo Ritzen the Minister of Education for the Netherlands**. He is delighted that you are seeing him and has wanted to meet you for some time. He is not planning to be accompanied by any staff or bureaucrats and would prefer a one-on-one with you. He will also be at the Queen's dinner and seated next to Mrs. Wolfensohn, and we have provided a copy of this note for her.
- Minister Ritzen (called Jo by almost everyone) is the longest serving Education Minister of any OECD country (and possibly the world!). He has been **very active in the OECD** and founded, and chairs, an informal group of OECD Education Ministers who meet a couple of times a year, without agenda or bureaucrats, to "talk education".
- He is well known, popular, and **highly respected in Holland** as an education professional, a politician and a man of integrity. Even the teachers' unions speak well of him -- unheard of for a Minister of Education!
- Minister Ritzen has been a good friend to the Bank over the last year as we have reshaped Human Development into a network. He agreed to **Chair our External Advisory Panel on Education**; attended our first three day meeting in January 1996; and oversaw production of the paper *Advice to the World Bank from the External Advisory Panel on Education* (attached), which you have already seen. He stayed on for Human Development training week, and was a speaker, active participant, and a smash hit! He coped with the Blizzard of 96 with aplomb. We have asked him, and he has agreed, to continue as Chair. The Panel's next meeting is in March of next year.

- He is pleased that we are moving to strengthen what we do in these areas through our Human Development Network. He also is happy to hear about the broader renewal process which you are pushing forward in the Bank. We (David and Maris) had dinner with him in the Netherlands on October 15 and had a very useful discussion on all this.
- His thinking and our collaboration with him have dovetailed nicely with your own perspective on where the Bank needs to improve. You might want to talk a little about the changes you've spearheaded; he would be interested in that.
- You'll like him - he's personable, thoughtful and interesting - **a true educator** in every sense of the word. Attached are your letter to Minister Ritzen, a biography of Minister Ritzen, and the paper *Advice to The World Bank from the External Advisory Panel on Education* (which includes the membership of the current External Advisory Panel on Education).

Attachments

cc: Messrs/Mmes. Koch-Weser (o/r), Assaad, Bassinette, Horiguchi (EXC);
Kirby (EXT)

Prepared by:
Maris O'Rourke
October 16, 1996

MOR/zp
N:\STAFF\PANTHAKI\ROJITZEN.DOC

JAMES D. WOLFENSCHN
President

April 29, 1996

Minister J.M.M. Ritzen
Ministry of Education, Culture and Science
The Netherlands

Dear Minister Ritzen,

Thank you for your recent letter and your kind words about our efforts here.

Education is vitally important to breaking the grip of poverty in the developing world. I stressed this in Beijing and am no less committed today to helping countries improve their education systems. Education of girls is especially important, particularly in countries where they have gotten a much less fair shake than boys in the past. The major steps you have been undertaking in the Netherlands challenge us all to strive for real results on the ground, addressing the substantial problems that developing countries need to overcome.

Thank you also for chairing the external panel advising us on education. Getting input from experts like yourself outside the Bank -- to add new perspectives and fresh ideas to our own reflections -- is crucial for enabling us to be the continuously learning and growing institution we need to be if we are to serve developing countries well. This is key in all our work, but especially so in education, where we have a lot we need to do more of and better in the years ahead. Your extensive experience and knowledge about education can help us move forward.

I have asked our key people in education to continue the fruitful dialogue that appears already to have started successfully, and to work hard toward translating the deliberations into action.

Your suggestion that we meet is most appreciated. I know how busy your time must be, and am grateful for your willingness to help us in our work. Unfortunately, my own schedule is terribly overloaded too. We've looked carefully for some possible openings but there aren't any for the next several months. I have asked my colleagues in this area at the Bank, Armeane Choksi and David de Ferranti, to get together with you

and follow up on the discussions so that no time is lost. They will keep me informed as things progress further.

Once again, thank you for your ideas and interest in helping us do the best job we can in assisting developing countries to upgrade their education systems.

The challenges that countries face in the education arena are immensely important to global progress against poverty. For many countries, there is no better investment than improving.

: look forward to our meeting

Sincerely yours,



James D. Wolfensohn

PS

I do apologize for my travel schedule which is brutal during the next 60-90 days - I hope that we can get together throughout - I am very keen to meet with you - Jim

PPS

I am sure that you know that I am deeply involved with ensuring our systems on implementation and measurement of effectiveness - I agree with you on country specific - similar attention - Jim

Letter dated April 29, 1996 from Mr. Wolfensohn to Minister Jo M.M. Ritzen
Postscripts

P.S. I do apologize for my travel schedule which is brutal during the next 60-90 days - I hope that we can get together thereafter - I am very keen to meet with you.

P.P.S. I am sure that you know that I am deeply involved with increasing our emphasis on implementation and measurement of effectiveness - I agree with you on country specificity and social cohesion.

Advice to the World Bank from the External Advisory Panel on Education

Introduction

- 1 It is increasingly recognised that education plays an important role in the social and economic development of any country. This has produced a world-wide interest in education systems, and education now forms an integral part of most development processes. Demands have thus increased for international agencies to provide more resources, information and expertise to help develop and improve education systems.
- 2 The growing importance of education for the social and economic development of a country has also been recognised in the World Bank's work. The amount of loans for, and the attention paid to, education have increased significantly over the past five years or so.
- 3 The role of the World Bank in education is a dual one. First, and most directly, the Bank can be a key player in the development of education through the provision of advice and loans. Second, the Bank can encourage each country to build its own analytical and decision making capacity and then provide information and international expert advice, whenever sought, to assist that capacity.
- 4 There is a remarkable similarity across the world, in both developed and developing countries, not only in terms of the goals set for education but also in terms of shared problems. In order to enhance both **economic growth** and **social cohesion**, countries look for successful policies which:
 - improve access - **equity** of education;
 - increase participation - **quantity** of education;
 - improve learning - **quality** of education.
- 5 Countries also face similar - though not identical - challenges and educational dilemmas (eg increasing demands, the impact of new technologies, shortage of resources, misallocated or badly targeted resources, curriculum content) and similar categories of choices as to solutions (eg more effective use of existing education resources, reallocation of

resources across government, new sources of revenue, increased efficiency, retrenchment). Of course the most appropriate balance of choices is likely to be very different from country to country.

6 Interdependence and international co-operation is needed, and is increasing, as these "environments in common" are recognised and as countries search for expert partners to help them improve and reform their systems to realise their goals. Thus the Bank needs increasingly to work with other international agencies, both those which provide direct support and assistance in this area as well as those which provide analytical capacity (eg UNESCO, OECD). While it is important for the Bank to work with other agencies, it is equally important to acknowledge that co-ordination of the various agencies should, wherever possible, be the legitimate responsibility of the country concerned.

7 In summary:

- the importance of education in a country's development is increasingly recognised;
- the Bank's involvement in education is rapidly growing;
- the similarity of goals and problems points to more and better co-operation between international agencies.

8 These developments mean that, in turn, the World Bank needs to expand its own perspective on education, recognising education's contribution to social as well as to economic goals. To this end, the Bank needs to ensure that its contribution is based on analysis which covers not only the economic but also the social dimensions of education - including the process capacity of the country. In the light of the above, the Panel has identified three areas which it believes should be given greater attention in the Bank's work; further, the Panel believes that the procedures and incentive mechanisms within the Bank should be adjusted so as to encourage this greater attention. The three areas are:

- understanding country circumstances;
- implementation;
- pursuit of the objective of social cohesion.

9 We elaborate on each of these three areas below.

A. Understanding country circumstances

10 It is important for the Bank to be a genuine partner, that is one which listens and creates relationships of inter-dependency - and not those of simple dependency. Any Bank contribution must start from a realistic understanding of the country concerned, based on an interdisciplinary analysis covering:

- its political, social, cultural, psychological and economic contexts;
- its capacity for, and commitment to, change;
- the scope, preparedness and margin for change;
- the strengths and weaknesses of any levers available to bring about change.

11 Such **country based analysis** must be grounded in an understanding of the culture of the country; it should be undertaken jointly with key players within the country itself and should involve other partners where appropriate (eg NGOs). The result should be an analysis of the **problems** to be addressed which is both recognised, and accepted, by the key players within the country. This takes time and money, but it should be viewed as an essential investment not an expense to be minimised.

12 Only after such an analysis should **solutions** be considered - there are no 'right' answers in education and generalised solutions should not be applied. Approaches to solutions should be firmly based on a prior and broad based analysis of the context and of the problems, and should not be based on preconceived ideas of what the solutions ought to be. The derivation of solutions will also require an interdisciplinary approach drawing on practical experience, on an understanding of education and on a knowledge of the country's context as well, of course, on any relevant economic theories.

13 Any Bank conditions for a project should also be relevant both to the project and to the country; any conditions should be clear and be debated and then agreed at the beginning in order to secure joint commitment to them. The Bank should ensure that such **debate is actively held** and agreement consciously reached: it should also take great care not to impose any particular policy based on any ideology.

B. Implementation

14 The Panel thinks that the process of implementation should receive more rigorous attention. There is a need to ensure that the importance of implementation is recognised within the country concerned so that national mechanisms are in place to record successful implementation and then to reward it. The World can help Ministers commit to the need to secure change and to its implementation.

15 Also the Bank can, and should, do more to develop an **analytical approach to the process of implementation** and to identify successful elements of implementation - and that this should form part of project design. To this end, the Panel thinks that the work of the Bank should include, for example:

- an analysis of the country context (covering all the factors outlined in paragraph 12 above);
- the creation of an appropriate (but not over-detailed) information base;
- the identification of partners and "cause champions";
- consultation with all those likely to influence the success or otherwise of the project;
- ways of securing commitment from all the important constituencies;
- the communication of decisions in ways which encourage their acceptance;
- identification of the incentives needed to produce successful implementation (both in the country and within the Bank);

- a timetable with clear milestones and intermediate (perhaps annual) review points in each project.

16 Any successful **implementation strategy** will have the **capacity to learn and adapt** as an important component. This requires a continuous evaluation of the project during its implementation and a recognition that the plan of the project will itself evolve during the project (and not simply be a blueprint at the outset). This type of evaluation should be more powerful (and independent) than it currently is, and should form an integral part of the implementation programme. Of course, such an evaluation process should be in addition to the full evaluation of the project's educational impact when completed (which may only be possible after many years).

17 To ensure adequate attention is paid to implementation, **evaluation should be built into project design** in such a way that individuals within the Bank can be held **accountable for the success** (or otherwise) of the implementation of a project. The design should be such that it provides positive incentives to staff to ensure that projects will be successfully implemented - incentives which are at least as great as those which currently exist for staff to secure agreement to a loan in the first place.

C. The objectives of social cohesion

18 The overall objectives of the Bank suggest that both economic growth and social cohesion are equally valid and important goals. There has been a tendency to view social cohesion merely as a contributor to economic growth whereas it is a **valid objective in its own right**. This validity should be fully recognised in the assessment of any potential project. In particular, education can have a major impact on social behaviour, and, whether it is intended or not, the education process contributes to the cohesion and development of a society both internally and internationally.

19 The overall challenge for a country is clear: to create a peaceful and civilised world with sustainable growth and development, while also satisfying the cultural and material aspirations of its citizens. Education has a central role to play in these goals. Of course it can not supply all the answers, but it has great potential to achieve social cohesion through:

- enhancing people's awareness of the need to work together:

- transferring understanding and knowledge;
- providing the necessary skills to put knowledge into practice.

20 Thus the contribution which an education project can make to improving social cohesion can be as valuable as the contribution it can make directly to improving economic development. This has implications for the breadth of the analytical base - both economic and other - brought to bear on any project.

21 In the context of these objectives, we found some concern about the analytical base used for assessing potential education projects and in particular about the uses made of various economic tools. Clearly the approach the Bank takes to any analysis will have an impact on the direction of its support and hence on the achievement of the above objectives. We propose to explore the connection between the Bank's analytical approach and the balance of objectives for our next report.

Implications for the World Bank

22 The Panel has not sought to identify detailed implications of the above for the organisation or work of the Bank. Nevertheless we have identified some areas to which we believe the Bank might usefully devote more attention. These provide a broad agenda for change and we will return to them in subsequent reports. The main changes would be to give more emphasis to:

- successful implementation through:
 - more attention being paid to the processes underlying implementation;
 - accordingly adjusting the approach adopted to project preparation;
 - providing incentives to staff to make such changes in emphasis;
- monitoring and evaluation of projects by:
 - increasing the importance of evaluation in projects through building an evaluation process into project preparation and undertaking it throughout implementation;

- using a broader analytical basis in the development and assessment of projects by:
 - working closely with countries in the development of their own analytical base;
 - increasing the level of skills, experience and understanding of education available within, or to, the Bank;
 - adopting a more interdisciplinary approach to analysis;
 - adjusting the balance between the relevant factors in the assessment of projects by the Board (ie social as well as economic).
- working more with other partners, for example:
 - other multilateral and bilateral organisations;
 - local NGOs.

Conclusion

23 The Bank has a real contribution to make and a strong comparative advantage in its resources, its access to countries, its global expertise, and its analytical capacity. Changes in the areas suggested will further improve the Bank's performance and help it to become a better partner in improving education world-wide. The above changes would mean that the Bank would change:

- **from** decider to facilitator;
- **from** providing answers to providing advice and information;
- **from** providing direct assistance to providing useful experience from elsewhere;
- **from** acting alone to working with partners.

March 1996

Annex: Panel members

Chair:

Dr Jo M M Ritzen
Minister of Education, Culture and Science
The Netherlands

Other Members:

Mr Gordon Ambach*
Executive Director
Council of Chief State Schools Officers
The United States

Dr R V Vaidyanatha Ayyar
Joint Secretary for Education
Ministry of Human Resource Development
India

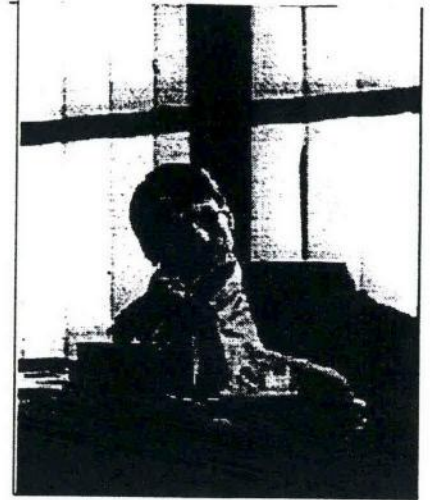
Mme Aicha Bah-Diallo
Minister
Ministry of Pre-University & Vocational Education
Guinea

Mr Quentin Thompson
Partner, Education Consultancy
Coopers & Lybrand
United Kingdom

* not able to be present at the Panel discussions and so has not contributed to the report.

Minister of Education, Culture and Science Jo Ritzen

Dr. Jozef Mana Mathias (Jo) Ritzen was born in Heenen, the Netherlands, on 3 October 1945. Mr. Ritzen is married with four children. Jo Ritzen attended the Technical "Hogeschool" (now University) in Delft, where he graduated as a physical engineer in 1971. In 1977, he attained his doctoral degree in economic science at the Erasmus University in Rotterdam with a dissertation entitled "Education, Economic Growth and Income Distribution," which was awarded the Winkler Prins Prize in 1978.



After graduating in Delft, Jo Ritzen was appointed advisor to the government of East Pakistan (the current Bangladesh) in 1970, which position he held for two years. From 1972 to 1975 he held the position of lecturer at the School of Education of the University of California in Berkeley, USA. Jo Ritzen joined the Social and Cultural Planning Office in The Hague in 1975 for a six-year period from 1976 onwards in the position of Head of the Systems Analysis Department. In 1981 Dr. Ritzen was appointed Professor of Educational Planning and Economics at the Catholic University of Nijmegen, the first professor to hold this chair. Between 1983 and 1989 he held the position of Professor of Public Sector Economics at the Erasmus University in Rotterdam and in 1988 he was "visiting distinguished professor" at the La Follette Institute of Public Affairs at the University of Wisconsin.

In 1982-1983 Jo Ritzen, in his capacity as advisor to the Minister of Social Affairs and Employment was project leader of the "employment scheme". He also sat on a number of committees carrying out surveys for a range of institutions including the European Union, the International Labour Organization and UNESCO.

On 7 November 1989 Dr. Ritzen was sworn in as Minister of Education and Science in the Third Lubbers Cabinet (a coalition between Christian Democrats and Social Democrats) on behalf of the Social-Democratic Party (PvdA). On 22 August 1994 he was sworn in as Minister of Education, Culture and Science in the Kok Cabinet (a coalition between Social Democrats, Liberals and Democrats).

FACSIMILE COVER SHEET AND MESSAGE

DATE: October 8, 1996 **NO. OF PAGES:** 1 **MESSAGE NO.:** {#}
(including cover sheet)

TO: **Mr. van Wier Zijlstra**
Title: Directorate of Strategy
Orgn. Ministry of Education
City/Country: The Netherlands

DESTINATION FAX NO.: 31-79-~~323-2320~~ ^{323 3577}

FROM: Maris O'Rourke
Head, Education Sector

FAX NO.: **202 - 322 3233**
Phone No. (work) 202 - 473 7096

SUBJECT: **Visit of Mr. James D. Wolfensohn to The Netherlands**

MESSAGE:

Hi Bart,

As you know Jim will be having breakfast with Minister Jo Ritzen in the Netherlands on Thursday, October 24. I have been asked to prepare a Briefing Note for him. What I need to know is

- ~ who will be there (names, titles and brief background), and
- ~ issues that Jo would like to raise with Jim.

I will provide the External Advisory Panel's paper.

I have to get this note out by lunchtime, Friday, October 11, so if you could respond to me as soon as possible, I'd really appreciate it.

Kind regards,

Maris

Transmission authorized by: authorization

If you experience any problem in receiving this transmission, inform the sender at the telephone or fax no. listed above.

A L - I N - 1 N O T E

DATE: 08-Oct-1996 00:14am

TO: Zenobia Panthaki

(ZENOBIA PANTHAKI)

FROM: Maris O'Rourke, HDEED

(MARIS OROURKE)

EXT.: 37096

SUBJECT: Briefing note for JDW on Jo Ritzen

Hi Zenobia

You need to get the relevant info for this from Bart Zjilstra - prepare a fax I can send him etc

Urgent as always!

thansk

maris

A - L - I N - 1 N O T E

DATE: 04-Oct-1996 05:41pm EST

TO: Maris O'Rourke

(MARIS OROURKE)

FROM: David de Ferranti, HDDDR

(DAVID DE FERRANTI)

EXT.: 38729

SUBJECT: Briefing note for JDW meeting with Jo Ritzen

Maris,

Re the attached, can you please have the briefing note prepared to go forward under my signature.

Thanks.

Dave

CC: Joan Santini

(JOAN SANTINI)

CC: Diana Walker

(DIANA WALKER)

A L - I N - 1 N O T E

DATE: 04-Oct-1996 05:39pm EST

TO: JANE KIRBY

(JANE KIRBY @A1@WBWASH)

FROM: David de Ferranti, HDDDR

(DAVID DE FERRANTI)

EXT.: 38729

SUBJECT: **RE: Mr. Wolfensohn's Visit to the Netherlands**

Jane,

I'd be happy to handle the briefing note for the meeting with Jo Ritzen.

David

CC: MARCO HENNIS

(MARCO HENNIS @A1@BRUSEL)

CC: ABDALLAH EL MAAROUFI

(ABDALLAH EL MAAROUFI @A1@PARIS)

CC: Jane Armitage

(JANE ARMITAGE)

P L - I N - 1 N O T E

DATE: 04-Oct-1996 09:32am EST

TO: DAVID DE FERRANTI (DAVID DE FERRANTI@A1@WBHQB)

FROM: Jane Kirby, EXTVP (JANE KIRBY@A1@WBWASH)

EXT.: 80576

SUBJECT: Mr. Wolfensohn's visit to the Netherlands

David,

We spoke a bit earlier this month about the inclusion of a meeting with Mr. Jo Ritzen, the Minister of Education, in Mr. Wolfensohn's program for the visit to the Netherlands.

As you may know, a breakfast is now scheduled for 8:00 am on Thursday, October 24, at Mr. Wolfensohn's hotel.

Can we count on you for the briefing for this meeting? This briefing should be 1-2 pages, on who will be there, the issues they are likely to raise, and suggested points for JDW to make. If there is any relevant background, we could attach it as well (as long as it is succinct).

Our deadline for the briefings is Wednesday, October 16, since we need to finalize the book and DHL it to Mr. Wolfensohn enroute.

Please confirm if you will handle this.

Many thanks.

Best regards,

Jane

CC: MARCO HENNIS (MARCO HENNIS@A1@BRUSEL)
CC: ABDALLAH EL MAAROUFI (ABDALLAH EL MAAROUFI@A1@PARIS)
CC: JANE ARMITAGE (JANE ARMITAGE@A1@WBHQB)

A L - I N - 1 N O T E

DATE: 10-Oct-1996 04:34pm

TO: Maris O'Rourke (MARIS OROURKE)

FROM: Donald Winkler, LASHC (DONALD WINKLER)

EXT.: 38619

SUBJECT: RE: External Advisory Panel on Education

Maris,

In addition to Carlos Mancera (Mexico) and Ana Luisa Pinheiro (Minas Gerais), there are three other possible LAC candidates:

1. Jose Joaquin Brunner, currently Minister of the Presidency, Chile. Jose is one of the few regional education scholars in LAC (mainly on higher education issues); has headed two national education reform commissions in Chile, including the most recent one that advocated raising education investments to OECD levels (a proposal now being implemented). He also headed the national public television channel for a number of years. He is my first choice for a LAC candidate.

2. Paulo Renato Souza, currently Minister of Education, Brazil. I first met Paulo when he was rector at UNICAMP in Sao Paolo; later he served in a high level position in IDB. As education minister he has successfully implemented radical reforms; most recently his proposal to establish a financing mechanism to ensure a minimum annual expenditure per student was adopted by the Congress, no mean feat! The only reservation I have about Paulo is his busy schedule. He is the most popular minister in Brazil and a likely future presidential candidate.

3. Cecilia Gallardo de Cano, currently Minister of Education, El Salvador. Cecilia was instrumental in designing/implementing the now famous EDUCO program. That program of community/school-based management for rural schools is now being replicated in urban schools. Cecilia has also welcomed the collaboration of PRDPH to evaluate these reforms. She has managed an excellent partnership with the World Bank in improving education quality in El Salvador.

Don

CC: Mae Chu Chang	(MAE CHU CHANG)
CC: HIMELDA MARTINEZ	(HIMELDA MARTINEZ)
CC: JAMES A. SOCKNAT	(JAMES A. SOCKNAT)
CC: ROSLYN HEES	(ROSLYN HEES @A1@WBWASH)
CC: RUTH KAGIA	(RUTH KAGIA)
CC: STEPHEN HEYNEMAN	(STEPHEN HEYNEMAN @A1@WBWASH)
CC: ZENOBIA PANTHAKI	(ZENOBIA PANTHAKI)

CC: LAURA ARIAS-DE LA VEGA
CC: MURIEL GREAVES
CC: MERCED BLANQUITA DOROTEO
CC: NICOLE ROSENVAIGUE
CC: DORA V. HOLLISTER
CC: ELISABETH DE MEUTER

(LAURA ARIAS-DE LA VEGA)
(MURIEL GREAVES)
(MERCED BLANQUITA DOROTEO)
(NICOLE ROSENVAIGUE @A1@WBWASH)
(DORA V. HOLLISTER @A1@WBWASH)
(ELISABETH DE MEUTER @A1@WBWASH)

A L L - I N - 1 N O T E

DATE: 10-Oct-1996 02:42pm

TO: See Distribution Below

FROM: Maris O'Rourke, HDDED (MARIS OROURKE)

EXT.: 37096

SUBJECT: External Advisory Panel on Education

Hi

While Dave and I are in Amsterdam interviewing for the Head of Social Protection we are taking the opportunity to meet with the Minister of Education Jo Ritzen and our chair.

The other members are

Gordon Ambach Executive Director Council of Chief State School Officers USA - he was unable to attend the meeting due to the Blizzard and has been unable to participate since then due to work pressure - I've had lunch with him since then. We should replace I think.

Other USA names suggested have been Marshall Smith (Director USA Dept of Ed) - a good guy; Emily Vargas- Baron USAID - a keen thinker; Steve Commins chair of the combined group of 4 NGOs that the Bank is working with on education in 8 countries - World Vision, CCF, Plan International and Save the Children - also a good guy; and Prof Doug Windham Univ of Albany - excellent.

Dr RV Vaidyanatha Ayyar Additional Secretary India - an excellent and involved participant over the last year and willing to stay on - we should keep him.

Diallo Aicha Bah ex Minister of Education Guinea and now heading up Basic Education and Girl's Education in Unesco - keen, committed and has been a good contributor. We should see if she will stay on I think.

Quentin Thompson private consultant Coopers and Lybrand UK - active participant, keen and committed. Consider relative to balance of men/women/ Part 1 and 2 etc.

and of course Jo Ritzen - who is willing to stay on and we will keep.

Other names suggested are

Carlos Mancera Secretary for Education Mexico - I think he's impressive - young, intelligent forward looking - and we don't have anyone from LAC

Ana Luisa Pinheiro Secretary for Education Minas Gerais, Brazil - a very impressive woman

F Chung head of education Unicef - former Minister of Education Zimbabwe - I

find her good to work with

Jozy Wizniewski Chair Ed Committee Council of Europe - a Pole - his term ends in March 97 though I think

The key is the function of the board - that will help decide the membership. Is it to get world representation, help us with future strategy, help us improve our performance, improve our external relationships and partnerships, counter external criticism or all of the above. Or we could just focus on one thing - eg improving the worlds data base/statistics on education - no trivial thing. I plan to talk to Jo about that and I know he has ideas - anything you want to feed in do send to me - including names (with their function beside it if possible). We also have to get a balance of Part 1 and 2 and gender and ethnicity. There's no budget and we will be doing it with sector week again and so probably can't have more than 5 or 6?

You will be pleased to know that JDW is having a one-on-one with Jo on 24 October - this took 6 months to get so I feel a certain sense of achievement!

Get back to me

thanks

Maris

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CC: ELISABETH DE MEUTER	(ELISABETH DE MEUTER @A1@WBWASH)

F → 1) Networks - Gen DPEP
 → 2) Ext. Adv. Panel District Primary Ed Program
 UPE - Universal Primary Education

External Advisory Groups

Education

Additional

Dr R.V. Vaidyanatha Ayyar, Joint Secretary, Dept. of Education, India

An Indian national, ~~and currently a member of the existing External Advisory Panel for Education~~ with extensive experience in education & leader of the ground breaking DPEP initiative & UPE strategy.

Diallo Aicha Bah, ~~Ministre de L'Enseignement pre-universitaire et de la formation professionnelle, Guinea~~ head of FAWE (Federation of African Women in Education)

A Guinean national ~~and currently a member of the existing External Advisory Panel for Education~~

previous Minister of Education, & a leader of the education reforms to improve access to Basic education & equity for girls.

Anna Louiza Pinheiro, ~~Minister~~ Secretary for Education, Minas Gerais

A Brazilian national & a leader in the successful education reforms particularly in the areas of decentralisation & education technology

A Dutch national and currently the chair of the existing External Advisory Panel for Education

Derek ~~Chief Director~~ Secretary Dept. of Education (DEET) Employment & Training (DEET)

An Australian national, with extensive ^{general} public sector experience in ~~postsecondary~~ ~~social services~~ & particular expertise in ~~labour market~~ postcompulsory education & training (PCET) & labour markets.

Health, Nutrition, Population

Els Borst Eilers, Dutch Minister of Health

A Dutch national

Jan Strasky, Czech Minister of Health

A Czech national

William Foege, former Director, Center for Disease Control

An American national

the longest serving Minister of Education in OECD & a highly respected educationalist.

External Advisory Panel on Education

	<u>Telephone</u>	<u>Fax</u>
Mr. Gorden Ambach Executive Director Council of Chief State School Offices 1 Massachusetts Avenue, NW Suite 700 Washington, DC 20001-1431	202 408-5505	202 408-8072
Contact: Secretary: Diana Baker	202 336-7015	
Dr. R.V. Vaidyanatha Ayyar Additional Secretary for Education Ministry of Human Resource Development Government of India, Shastri Bhavan New Delhi 110 001 INDIA	91-11 338 3202	91-11 338 1355 Telex: 31-61336
Contact: By Pouch - Resident Rep or Adrian Verspoor [best]	91-11 461 9491-93 91-11 461 9496-98 91-11 461 7241-44 91-11 461 0210-26	91-11 461 9393
Mme. Diallo Hadja Aicha-Bah Minister for Pre-University and Vocational Training Ministry of Education BP, 1003, Conakry REPUBLIC OF NEW GUINEA	224 41-44-84 (Phone/Fax)	
Minister Jo Ritzen Minister of Education, Culture and Sport PO Box 25000 2700 LZ Zoetermeer THE NETHERLANDS	31-79 323 2323	31-79 323 2320

External Advisory Panel on Education

Page - 2 -

	<u>Telephone</u>	<u>Fax</u>
<u>Contacts:</u> Zijlstra, van Wier [see below] Bart Zijlstra Directorate of Strategy International Policy Division Ministry of Education	323 3874 31-79 533 874 31-23 524 4335 (home)	31-79 531 953
Marinus van Wier First Secretary (Economic) Paul M. op den Brouw Counselor for Science & Technology Royal Netherlands Embassy 4200 Linnean Avenue, NW Washington, DC 20008	202 244-5300 323 3874	202 966-0728
Mr. Quentin Thompson Coopers & Lybrand Management Consultancy Services 1 Embankment Place London WC2N 6NN UNITED KINGDOM	44-171 213 4756	44-171 213-2451
<u>Contact:</u> Secretary - Nancy	44-171 213 1670	

A L L - I N - 1 N O T E

DATE: 02-Sep-1996 11:20am

TO: See Distribution Below

FROM: David de Ferranti, HDD (DAVID DE FERRANTI)

EXT.: 38729

SUBJECT: URGENT -- ON EXTERNAL ADVISORY GROUPS

By COB Tuesday, I need a list from each of you of the sort of people who will be on the external advisory panel to be formed for your sector board. At least five names.

In the draft briefing "Launching the Networks" (Diana: please send to Maris and Peter; Richard has it already), there is a reference on the "Network Leadership" slide to external advisory panels. We need to have examples of the kind of people we hope will be on these panels.

If you want to talk to me about this, let me know.

Maris, I presume yours would include Jo Ritzen and whoever else from your panel you'd like to retain.

Diana, will you pull all this together for me please by COB Tuesday.

DISTRIBUTION:

TO: Richard Feachem	(RICHARD FEACHEM)
TO: Maris O'Rourke	(MARIS OROURKE)
TO: Peter R. Fallon	(PETER R. FALLON)
CC: Diana Walker	(DIANA WALKER)
CC: Joan Santini	(JOAN SANTINI)

File

7 L - I N - 1 N O T E

DATE: 13-Aug-1996 06:05am EST

TO: David de Ferranti (DAVID DE FERRANTI)
TO: Diana Walker (DIANA WALKER)

FROM: Maris O'Rourke, HDD (MARIS OROURKE)

EXT.: 37096

SUBJECT: External advisory panel on Education

A couple of weeks ago Gordon Ambach made his first contact with me (I wrote to him after the meeting in January and again once we had the paper).

On 8 August I had a working lunch with Gordon Ambach - a Quentin Thompson look alike - he explained that he's been very busy.

I explained that we were considering different membership each year depending on the topic - he wasn't too keen on that and thought we should keep the same people for at least 3 years for stability etc.

I said that I would relay that info to the chair. I then asked him what topics he thought should be tackled if we did go that route - he said statistics/performance indicators/data bases (his area of expertise), and when pressed further said teachers.

He's been around a very long time in USA education, knows a lot of people/contacts.

I said we'd be in touch once we knew more and that the next meeting was likely to be in March 97

Maris

CC: BRUNO LAPORTE (BRUNO LAPORTE @A1@WBWASH)

A L - I N - 1 N O T E

DATE: 02-Jun-1996 01:09pm

TO: Joan Santini

(JOAN SANTINI)

FROM: Maris O'Rourke, HDD

(MARIS OROURKE)

EXT.: 37096

SUBJECT: **RE: Jo Ritzen**

wow! that's taken a long time - well done.

Maris

CC: BRUNO LAPORTE

(BRUNO LAPORTE @A1@WBWASH)

CC: Zenobia Panthaki

(ZENOBIA PANTHAKI)

CC: David de Ferranti

(DAVID DE FERRANTI)

A T T E N T I O N - 1 N O T E

DATE: 31-May-1996 11:03am

TO: See Distribution Below

FROM: Joan Santini, HDD

(JOAN SANTINI)

EXT.: 33437

SUBJECT: Jo Ritzen

Just spoke to Ingrid. She received the green light today from the Minister for a phone meeting with Dave. She's going to get a time from the Minister's personal secretary and call me back on Monday.

DISTRIBUTION:

TO: Maris O'Rourke

(MARIS OROURKE)

TO: BRUNO LAPORTE

(BRUNO LAPORTE @A1@WBWASH)

TO: Zenobia Panthaki

(ZENOBIA PANTHAKI)

CC: David de Ferranti

(DAVID DE FERRANTI)

World Bank/IFC/MIGA
OFFICE MEMORANDUM

DATE: May 24, 1996 07:52am EST

TO: Maris O'Rourke (MARIS OROURKE)

FROM: JOHN MIDDLETON, EDINP (JOHN MIDDLETON)

EXT.: 85785

SUBJECT: RE: Advice from External Advisory Panel on Education/HR chiefs lun

Maris,

Sorry to have missed the meeting.

FYI EDI has been working with countries on something like "social cohesion" for some time, including seminars on transparency in government, economic and social policy and reforms for parliamentarians and journalists. We began a medium term program in cooperation with operations for Malawi that includes work with government information services, the press, broadcasters, and NGOs and community groups. A similar program is being designed for Georgia. Are working with other agencies to develop comprehensive programs in Gaza/West Bank and Angola.

I am sure many of my colleagues would look forward to being associated with HDD work in this field.

You might also note the work Nat Colletta has been doing in Africa and Cambodia on "war to peace transition."

John

CC: Alain Colliou	(ALAIN COLLIOU)
CC: BARBARA BRUNS EDIHR	(BARBARA BRUNS)
CC: Barbara Herz	(BARBARA HERZ)
CC: David Berk	(DAVID BERK @A1@WBWASH)
CC: Donald Winkler	(DONALD WINKLER)
CC: EMMANUEL Y. JIMENEZ PRDPH	(EMMANUEL JIMENEZ)
CC: ISHRAT Z. HUSAIN	(ISHRAT Z. HUSAIN @A1@WBWASH)
CC: Ian Porter	(IAN PORTER @A1@WBWASH)
CC: JACQUES BAUDOUY	(JACQUES BAUDOUY @A1@WBWASH)
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CC: JULIAN F. SCHWEITZER LA3HR	(JULIAN SCHWEITZER)
CC: Jack Maas	(JACOB VAN LUTSENBURG MAAS @A1@W
CC: James A. Socknat	(JAMES A. SOCKNAT)
CC: Kye Woo Lee	(KYE WOO LEE)
CC: Ok Pannenburg	(OK PANNENBORG @A1@WBWASH)
CC: ROGER GRAWE	(ROGER GRAWE @A1@WBWASH)
CC: ROGER H. SLADE OEDD1	(ROGER SLADE)
CC: Ralph W. Harbison	(RALPH W. HARBISON @A1@WBWASH)
CC: Richard Skolnik	(RICHARD SKOLNIK)

CC: Robert Liebenthal
CC: Roslyn Hees
CC: SAMUEL S. LIEBERMAN EA3PH
CC: SVEN BURMESTER EA1HR
CC: Stephen Heyneman
CC: THOMAS BLINKHORN
CC: Timothy Carrington
CC: Shakil Faruqi
CC: ISABEL GUERRERO
CC: Hatsuya Azumi
CC: PETER MIOVIC

(ROBERT LIEBENTHAL @A1@WBWASH)
(ROSLYN HEES @A1@WBWASH)
(SAMUEL LIEBERMAN)
(SVEN BURMESTER)
(STEPHEN HEYNEMAN @A1@WBWASH)
(THOMAS BLINKHORN @A1@WBWASH)
(TIMOTHY CARRINGTON)
(SHAKIL FARUQI)
(ISABEL GUERRERO @A1@WBWASH)
(HATSUYA AZUMI)
(PETER MIOVIC @A1@WBWASH)

P L - I N - 1 N O T E

DATE: 20-May-1996 11:35am EST

TO: Roslyn Hees (ROSLYN HEES@A1@WBWASH)

FROM: Francis Steier, MN1HR (FRANCIS STEIER@A1@WBWASH)

EXT.: 32404

SUBJECT: Advice to World Bank from External Advisory Panel on Education

Roslyn,

This is a timely paper, with timely messages. While there is not much new in the paper (in the sense of issues that education sector staff had not already thought of), the fact that these messages come from an external panel of high profile advisors leads one to hope that the messages will be heard by Bank Management and positively impact the way we conduct our business.

I would suggest two avenues for further exploration during discussion of this paper and follow-up recommendations.

First, I find particularly encouraging the message that "social cohesion" should be viewed as a "valid objective (of education policy) in its own right" rather than merely a "contributor to economic growth". The trend toward increased economic analysis of education sector work and projects may tempt some as simply considering this contribution as (unquantifiable?) externalities, but I would be interested in seeing further discussion of operational implications.

Second, I wonder if the paper goes far enough in its description of objectives of educational policy.

As you know, the European Commission (EC) has been preparing a White Paper ("Livre Blanc") on Education and Training (I read the January 1996 draft, and don't know at what stage the paper is now). In this paper, the EC places the evaluation of education and training from the perspective of the individual receiving (them), and posits three objectives of educational policy: (1) employability; (2) social insertion; and (3) individual happiness and fulfillment. The (implicit) view of the paper is that if all individuals benefit from educational policies then society will benefit as well.

In fact the paper quotes the February 1995 Round Table of European Industrialists as stating that "... the fundamental mission of education is to help each individual to develop his or her full potential and become a complete human being, and not simply an instrument of the economy; the acquisition of knowledge and skills should be accompanied by education of character,

cultural opening and awakening to social responsibility..."

Comparing the EC objectives with those traditionally envisaged in the Bank's work, we see that the Bank has been interested in the first objective from the very beginning, has only recently begun to recognize the second (more so now with the Panel's paper), and... has not yet mentioned the third (!)

Yet the combination of the three objectives leads the EC White Paper to a number of operational recommendations, such as:

- . the need to teach "higher order cognitive skills";
- . the need for policies providing training opportunities throughout the individual's life;
- . the natural inclusion of enterprises in the training provision system;
- . the need to re-define training competencies in a modular (as opposed to global) fashion;
- . the need to encourage mobility in an intra-European education and training framework;
- . from a fiscal perspective, the need to treat human and physical capital formation on a same footing;
- . the need to teach 3 European languages...
- . etc.

In sum, I would be interested in seeing whether the inclusion of the third objective might not enrich the definition of our educational mandate, and enhance the impact of our education advice.

Francis

CC: Guillermo Hakim	(GUILLERMO HAKIM@A1@WBWASH)
CC: Mourad Ezzine	(MOURAD EZZINE@A1@WBWASH)
CC: Eva Jarawan	(EVA JARAWAN@A1@WBWASH)
CC: Jean-Christophe Laederach	(JEAN-CHRISTOPHE LAEDERACH@A1@WB)
CC: MESKEREM MULATU	(MESKEREM MULATU@A1@WBHQB)
CC: Dung-Kim Pham	(DUNG-KIM PHAM@A1@WBWASH)
CC: Maryse Pierre-Louis	(MARYSE PIERRE-LOUIS@A1@WBWASH)
CC: Claire Voltaire	(CLAIRE VOLTAIRE@A1@WBWASH)
CC: Laurence Wolff	(LAURENCE WOLFF@A1@WBWASH)
CC: Stephen Heyneman	(STEPHEN HEYNEMAN@A1@WBWASH)
CC: Sue Berryman	(SUE BERRYMAN@A1@WBWASH)
CC: Fredrick Golladay	(FREDRICK GOLLADAY@A1@WBWASH)
CC: Jacques Baudouy	(JACQUES BAUDOUY@A1@WBWASH)
CC: MARIS OROURKE	(MARIS OROURKE@A1@WBHQB)
CC: THOMAS EISEMON	(THOMAS EISEMON@A1@WBHQB)
CC: LAURITZ HOLM-NIELSEN	(LAURITZ HOLM-NIELSEN@A1@WBHQB)

F

THE WORLD BANK

May 17, 1996

Jee-Peng Tan
Harry Patrinos
Nick Burnett
Bruno Laporte

Jee-Peng/Harry/Nick/Bruno

I urgently need an analysis of WHO has taught in all our economic analyses courses (and their “leanings”) and on what topics. At the lunch on Monday, May 20, I want to refute this ‘ideology’ stuff and have data.

Maris O’Rourke

cc: Messrs./Mmes. de Ferranti, Feachem, Merrick, McGuire, Psacharopoulos
cc: Education Group

Attachment:

THE WORLD BANK/IFC

ROUTING SLIP				DATE: May 16, 1996	
NAME				ROOM NO.	
Human Resource Managers					
<input type="checkbox"/>	URGENT	<input type="checkbox"/>	For Action/Comment	<input type="checkbox"/>	Per Your Request
<input type="checkbox"/>	Appropriate Disposition	X	Information/Discard	<input type="checkbox"/>	Returned
<input type="checkbox"/>	Approval/Clearance	<input type="checkbox"/>	Note and Return	<input type="checkbox"/>	See My E-Mail
<input type="checkbox"/>	File	<input type="checkbox"/>	Per Our Conversation	<input type="checkbox"/>	Signature/Initial
RE: First Report of the External Advisory Panel on Education					
<p>REMARKS:</p> <p>Attached please find some background information. It includes a review of the precedents in which the Education Sector faced similar challenges and some suggestions on how we might respond to this first report of the Panel.</p>					
FROM: Stephen Heyneman			ROOM NO.: H 8-047		EXT.: 32848

1. The report from the External Advisory Panel on Education was sent to President Wolfensohn in early April by the panel's chairman, Jo Ritzen, the Minister of Education of the Netherlands. David De Ferranti and Maris O'Rourke have asked us to meet on May 20th to discuss the report's implications. Before we meet I want to share some relevant background information. As to historical origins for the sector's current problems other views would be valuable to have as well.¹
2. What follows are two categories of information. One has to do with the precedents in the sector and how we faced them. A second has to do with issues raised by this report and how we should respond.
3. The Panel report reiterates the importance of education and the Bank's role as a development institution. It mentions three necessary improvements: better understanding of country conditions, improved implementation of projects, and better balance of economic justifications with the contribution of education to social cohesion. But underlying these suggestions are more problematic observations and recommendations: that we work with other institutions as genuine partners; that we use analyses which cover social objectives; that we listen to the views which differ from our own; that we seek consensus. The Panel points out that there is no 'right' answer in education, no generalized solutions. It says that our suggestions for reform should not be based on preconceptions; our analytic techniques should be interdisciplinary; style of work should encourage active debate; and our policies should not be based on ideology. Moreover, the Panel indicates a concern (in para 21) about our analytic base in education and in particular, it expresses concern about the Bank's use of various economic tools. The panel also points out that those tools and the balance of rationales for making educational investments will be the subject of its next report.
4. This is a pretty clear message. The question now is how we respond. It is in this context that it may be worthwhile to review what we have done in the past in analogous circumstances.

Precedents.

5. On two previous occasions the education sector faced a crisis driven, in part, by analytic traditions and interpretations. The first occurred over a question of internal efficiency, and was based on interpretations of the Coleman Report (in the U. S.), the

¹These might include those of: Wadi Haddad, Dean Jamison, Jack Maas, Ralph Harbison, Jim Socknat, Alexander ter Weele, Robert Drysdale, Birger Fredriksen, Adriaan Verspoor, Richard Skolnik, George Psacharopoulos, John Middleton and Peter Moock. In addition, the views of those who have left the Bank but are still actively involved in education would also be relevant. These would include Mats Hultin, Richard Johanson, Jean Pierre Jallade, John Simmons, Emanuel Zymelman, Barbara Searle and Aklilu Habte.

Peaker Report (in Britain), and the first IEA achievement results from 19 countries including Thailand, Chile, Iran and India. Some economists argued that the ability of schools to overcome the influences from the home was so constrained that it raised questions about whether the Bank should make investments in formal education at all. Spokespersons for this argument within the Bank suggested that lending for education should be reduced significantly and restricted to non-formal adult education in rural areas.

6. In spite of internal opposition, the sector's leadership brought new staff in to meet this challenge by re-analyzing the evidence. The result of that work generated even more internal debate, but in the end justified our lending for educational quality.² Though disagreements continue over the relative contribution of school versus home factors, the suggestion that investments in formal education be excluded from Bank priorities is no longer considered relevant.

7. The second crisis had to do with our analytic traditions in measuring external efficiency. Though there was never a prohibition against rates-of-return,³ in practice manpower forecasting held a monopoly. This led to significant sector distortions: a concentration of lending on training programs where specific technical skills could be labelled in manpower plans, the absence of cost analysis, the bypassing of unmeasured and hence unmentioned priorities -- compulsory education, general higher education, teacher quality and others.

8. These distortions constituted one of the most important topics discussed by the first External Advisory Panel on Education in the late 1970's. That panel's report⁴ led to the new emphasis in the 1980 Education Sector Policy Paper on basic education. But in addition, the sector's leadership appointed a senior staff member with a reputation for conducting rate-of-return analysis. The combination of the external panel, the new sector policy paper and the new staff member, led to changes in the analytic traditions in the sector and the incorporation of new priorities for lending as a result.

²"Differences Between Developing and Developed Countries: A Comment on Simmons and Alexander's Determinants of School Achievement," Economic Development and Cultural Change 28 (January, 1980); "Influences on Academic Achievement Across High and Low Income Countries: A Re-analysis of IEA Data," Sociology of Education 55 (Jan., 1982); "The Effect of Primary School Quality Across 29 High and Low Income Countries," American Journal of Sociology 88 (May, 1983).

³The precedents for utilizing rate of return analysis were from Kenya (1972) India (1979), and Malawi (1980). See: "Cost-Benefit Analysis in Education: A Case Study of Kenya", OCP14, January, 1972; "Investment in Indian Education: Uneconomic? Staff Working Paper, May, 1979; and "The Evaluation of Human Capital in Malawi", Bank Staff Working Paper, October, 1980.

⁴Report of the External Advisory Panel on Education to the World Bank, October 31, 1978.

9. Both crises were precipitated by problems of over-generalization of evidence, and an over-reliance on a single analytic tool used to justify Bank operations. Both crises were overcome, despite vehement internal opposition, by bringing in staff with new ideas and more modern analytic techniques.

Current Problem : External Factors, Internal Choices.

10. On the one hand, all major institutions have critics. In many instances these critics are driven by private agendas which we can do little to influence. In many instances too, these problems are not a question of absolute answers; many critical points can be incorporated easily without precipitating an internal institutional crisis.

11. On the other hand, many of our critics are held in respect by many of the same institutions on whom our future partnerships depend -- bilateral agencies, other multilateral development banks, private foundations and other U. N. Agencies operating in education.⁵ Our problem is that our critics perceive us as biased against evidence contrary to our 'orthodoxies', impervious to voices other than those which agree with us, and overly attached to specific analytic tools and specific generalizations which derive from those tools.⁶ It may matter less whether these critics are correct; what may matter more are their professional connections and their perception of us. Among ourselves, we may have difficulty reaching agreement, for instance on correct interpretations for rate of return results. But this should

⁵Today, Claudio de Moura Castro is the Chief of the Human Resources Division in the Technical Department of the IDB; Windham was professor of education economics at the University of Chicago; wrote the manual on the economic analysis of education investments for USAID; is currently OECD's choice as education economist for its study of Russia. Joel Samoff is well known in East Africa; has worked extensively for UNESCO, UNICEF, SIDA (Sweden), and IDRC. Martin Carnoy was trained by T.W. Schultz and M.J. Bowman at Chicago; is professor of education economics at Stanford; was chosen by Pergamon Press to follow George Psacharopoulos as editor of the Encyclopedia of Education Economics and has ex-students placed in ministries of education in many of the regions in which we work. Criticisms are well known to those who make educational decisions elsewhere: Colin Power and John Smyth at UNESCO, Jacques Hallak at IIEP, Juan Carlos Tedesco, IBE, Ernesto Schiefelbein at UNESCO's regional office in Santiago, Victor Ordonez at the regional office in Bangkok, Fay Chu Chung at UNICEF headquarters in NY, Frank Dall UNICEF regional advisor in Amman, Jordan; Jeffrey Puryear at the Inter-American Dialogue Foundation; Shigeko Asher and Jerry van der Linden at the ADB. Moreover, criticisms of our analytic work constitute a standard part of the curriculum at some of the best universities where Comparative Education is taught: Michigan State, Harvard, Columbia, Florida State, Universities of California, London, and Chicago. At the University of Stockholm for instance, the paper on Priorities and Strategies is read along with criticisms by Samoff, Luaglo, and Bennell. Students are then asked to judge which sources provide the wisest guide to education policy.

⁶There four competing sources of ideology in Comparative Education. The World Bank is used as an illustration of those who believe in absolute interpretations of models. "Quality, Quantity and Source of Comparative Education", Comparative Education Review 37 (November, 1993).

not prevent us from reaching agreement that the opinions of our critics matter. This is the strategic relevance to our discussion of the Panel's report.

12. It might also be useful to recognize that our external environment has changed. The Bank is no longer the dominant force in development finance and its intellectual leadership in many fields is being challenged by other institutions. President Wolfensohn has recognized that the bank must develop working relationships with many of these groups if the Bank is to survive. The Panel's recommendations only mirror those of President Wolfensohn, particularly that we work with partners, such as UNESCO, on consensus-based policies. Regional development banks are playing an increasing role in education, and in the setting of educational strategies and priorities. External criticisms of the World Bank's education sector are growing.⁷ At the last meeting of the Comparative and International Education Society there were three sessions dedicated to airing critical views.⁸ The education sector will be the subject in forthcoming issues of World Development and The International Journal of Education Development. A new web site has been dedicated to discussing World Bank education policies. In the last few months two well known economists have refused to work with us, both citing our 'ideology' as the reason.⁹ Should these events concern us?

The External Panel Report: Our Choices.

13. We seem to have three choices:

We can attempt to divert the panel's attention toward less divisive items on the Panel's agenda, such as improving country knowledge and implementation.

We can wait to see how the Panel's opinion develops and react after there is a final report available.

We can study the implication of this first report and take steps to ameliorate the problems of external relations to which the Panel refers.

14. The first choice I believe will be perceived as 'stonewalling' both criticism and critics. This may well reinforce or exacerbate initial impressions that we are impervious to views which deviate from our own. The second choice is more viable. We are busy with efforts to manage institutional change; new sectoral leadership is not yet in place; budgets

⁷On rare occasions, criticisms of the bank in the field of education involve lending operations, but generally criticisms concentrate on (alleged or genuine) policies and strategies.

⁸See: SH to R. P., March 18, 1996 (attached as an annex).

⁹Douglas Windham and Claudio de Moura Castro.

efforts to manage institutional change; new sectoral leadership is not yet in place; budgets (including the budget for the panel itself) is at best uncertain. Option two is our easiest option. Nonetheless, I would recommend the last option, option three, because it:

- suggests that we are able to reach professional agreement on something.
- involves actions toward external partners which we will need to perform anyway.
- is consistent with some of our stated sectoral intentions already announced to the MDs

15. This third option might well contain several possible actions:

Sponsor an opportunity for critics to make presentations to Bank staff.¹⁰

Invite partner agencies involved in Human Development Week to work on joint sessions which may well include external views of education sector.

Encourage the panel to sponsor independent reviews of our analytic tools¹¹.

Participate in up-coming international conferences on education economics and display the rich divergence of professional views we have on the topic.

Include critiques of our economic tools in internal training programs, including on occasion, representation of those views by the critics themselves.

16. For any suggestions on what we should do, whether mentioned here or elsewhere, we might wish to keep one principle in mind : **that the problem we have is strategic**. We cannot be effective if external critics continue to believe that we do not listen. And the only

¹⁰Critics of the Education Sector fall into two general categories. One are those whose criticisms are generalized to the Bank at large. They perceive the Bank to have an adverse impact on third world economies, poverty, gender, environment. Their criticisms of the Bank often extend to other major institutions -- the U.S. government, multinational corporations and the like. This group has many adherents within schools of education, but there is little specific to education in their arguments. With respect to this group we should appear to be in a 'listening mode'. The second group is different. In many instances they are the primary consultants to other agencies and therefore influential in education; they know a great deal about the history of the Bank's education sector; they have carefully read World Bank documents and in some instances, many of the draft documents prior to public release. If the Education Sector consciously extends itself to listen to any external critics, this is the group on which we should concentrate.

¹¹Two possible suggestions. One might be an overall review by someone, such as Tim Lankester, who is not seen as biased in one way or another. A second might be to sponsor a neutral review on a specific technical debate. One offer was made by Martin Carnoy to work with Paul Schultz on a quick reanalysis if rates of return using better data on opportunity costs on elementary education (see annex).

credible evidence we can use on whether we have been successful at 'listening' is the testimony of the critics themselves. They need not be convinced we are right; but they do need to believe that we are listening. This also includes the Panel members themselves.

17. But because the strategic issue is the one on which we might all agree, this does not mean that it is the only issue, or the most important issue. The most important issue is the reason why the education sector periodically requires 're-balancing' because of over-generalization and the mechanistic use of economic tools. We seem to require this re-balancing periodically because we tend to be subject to internal monopolies; we tend to lack a tradition for valuing heterogeneity of viewpoint; and we sometimes neglect the nurturing of professional excellence in the sector. It is true that the World Bank is not a university; but as a development institution, it must nonetheless continuously pursue truth because our knowledge of education's role in development is expanding rapidly and the external environment in which we are operating is changing profoundly.

A L L - I N - 1 N O T E

DATE: 18-Mar-1996 09:10am

TO: Robert Prouty

(ROBERT PROUTY)

FROM: Stephen Heyneman, EMTHR

(STEPHEN HEYNEMAN)

EXT.: 32848

SUBJECT: RE: CIES/PSE

There were three sessions at the CIES meetings to discuss education and the World Bank. I attended part of the first and the third.

Let me see if I can add to what you (Robert) have already said by filling in with some information from the first session on the World Bank which you may not have attended.

There were three panel members: Robert Arnove, Joel Samoff and Martin Carnoy. A fourth panel member (Nicholas Bennett) was listed, but wasn't there. Perhaps this explains why Nick Burnett only heard about this panel ex post facto. In any event, the session was chaired by Carlos Torres.

1. Arnove discussed specific problems of adjustment in Central America, the role of the World Bank in setting fiscal priorities, and the political effect which he claimed these had on the relations between government and teachers. I came in late, but I believe he was arguing that governmental legitimacy was a problem which was exacerbated by disaffected teachers; that teachers have a disproportional impact on public opinion in rural areas; and that the one interest group which one should purposefully avoid alienating was teachers. In the discussion afterward Martin Carnoy made some specific recommendations on how to avoid alienating teacher associations, most of which seemed to imply better techniques of participation.

2. Samoff presented a paper entitled: "Limiting Horizons: The World Bank's Priorities and Strategies for Education (1995)." Unlike Robert I did not take notes very carefully. His paper is available for anyone interested. But this is what I recall from his presentation:

Samoff argued that the 1995 paper is a step backwards from the 1980 policy paper because it doesn't:

share an explicit role with other UN agencies in education.

point out the responsibilities of wealthy countries.

admit past mistakes.

He also suggested that that the Bank:

ignores classroom teaching and learning (I think by this he meant issues of pedagogy and curriculum)

has it wrong with respect to repetition rates and class size

dismisses adult education

treats 'theory as faith and doubt as heresy'

does not ask the question of to whom the rate of return applies (I'm not certain I understood his meaning).

implies that a country's poverty precludes it from educational innovation and experimentation.

has an inadequate definition of legitimate evidence

treats countries as analogous to medical patients

3. Martin Carnoy pointed out that the published version of the 1995 paper was a considerable improvement over previous drafts. He also argued :

that the rate of return evidence was flawed because it ignored taxes and estimated private costs on assumptions of opportunity costs;

that at the primary level opportunity costs were inadequate reflections of private costs;

that if one had accurate measures of private costs for primary education the estimated returns to primary education would fall by comparison to other levels.

that the Bank should sponsor an impartial review of the rate of return evidence;

that this review should be done by him and by Paul Schultz acting as a team.

4. At the end of the session it was announced that an internet address was being established so that users can discuss World Bank education policies (listproc@mailier.fsu.edu)

5. Replies.

Larry Wolff, Marlaine Lockheed and I each volunteered opinions at the end of the session. I will try and paraphrase, but of course

colleagues who were there are welcome to alter as they see fit.

Larry pointed out that there is more diversity in the Bank than was commonly assumed by academic audiences, and that this diversity was particularly evident among staff assigned to work on different regions and different countries.

Marlaine mentioned that private costs were indeed intensely studied through household surveys. (Martin asked if these were employed in the rates of return figures).

I said that:

no paper, including the one in 1980 to which I also made a contribution, could be expected to go beyond what we could achieve in terms of a consensus;

that the 1995 paper represented a consensus among all of us;

that the paper had beneficial uses for raising the awareness of the importance of education in audiences not represented at the CIES conference -- leaders of the business and financial communities in particular.

I also said that in my view we (in the Bank) were busy working on some of the issues Samoff mentioned :

- strong partnerships with other organizations,
- the importance of classroom process as the impetus to drive reform,
- the openness to diverse points of view,
- candor about past past problems and
- treating an educational problem not as analogous to medical illness, but rather as a common dilemma.

I said we were working 'to fix' these perceptions, and I believe we are.

CC: Nicholas Burnett
CC: MARLAINE LOCKHEED
CC: Laurence Wolff
CC: ELUNED SCHWEITZER

(NICHOLAS BURNETT @A1@WBHQB)
(MARLAINE LOCKHEED @A1@WBHQB)
(LAURENCE WOLFF)
(ELUNED SCHWEITZER @A1@WBHQB)

CC: FRANS LENGLET
CC: MARIS OROURKE
CC: Bruno Laporte
CC: Ok Pannenberg

(FRANS LENGLET @A1@WBHQB)
(MARIS OROURKE @A1@WBHQB)
(BRUNO LAPORTE)
(OK PANNENBORG)

HDD 69305

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JDW's handwritten note on letter to Minister Ritzen

P.S. I do apologize for my travel schedule which is brutal during the next 60-90 days. I hope that we can get together thereafter - I am very keen to meet with you.

P.P.S. I am sure that you know that I am deeply involved with increasing our emphasis on implementation and measurement of effectiveness. I agree with you on country specificity and social cohesion.

fax *Ingrid*
 31-79-323-25-25

OFFICE MEMORANDUM

DATE: April 29, 1996

TO: Distribution

FROM: David de Ferranti and Maria O'Rourke, HDD

EXTENSION: 37096

SUBJECT: **External Advisory Panel on Education**

As you know, last year we set up an external panel of experts to comment and advise on the Bank's current and future role in education.

The panel members are:

Dr. Jo M. M. Ritzen
Minister of Education, Culture and Science
The Netherlands

Mr. Gordon Ambach
Executive Director
Council of Chief State Schools Officers
The United States

(unable to be present at the Panel discussion and so has not contributed to the report)

Dr. R. V. Vaidyanatha Ayyar
Joint Secretary of Education
Ministry of Human Resource Development
India

Mme. Aicha Bah-Diallo
Minister
Ministry of Pre-University and Vocational Education
Guinea

Mr. Quentin Thompson
Partner, Education Consultancy
Coopers and Lybrand
United Kingdom

A successful meeting of the group was held in January 1996 in Washington where the panel both met alone and consulted with internal and external commentators about the

Bank. Subsequent contact has been maintained through e-mail, phone, and fax, and the final of their first written report was sent to Mr. Wolfensohn in early April.

We know you will be interested to see this **Advice to the World Bank from the External Panel on Education** which is attached. Please share it widely.

We plan to discuss this report and the next steps at a lunch in Room E6 of the Executive Dining Rooms on May 20 at 12 noon. We hope you can be there. Please let Zenobia Panthaki know by electronic mail ASAP if you will attend.

Meanwhile, if you or your staff wish to give initial feedback, we'd be happy to receive it.

Attachment

Distribution:

Messrs./Mmes. Choksi (HCOVP); Husain (PSP); Grawe (AF1HR); Maas (AF2PH); Berk (AF3PH); Porter (AF4PH); Pannenberg (AF5PH); Husain (AFTHR); Burmester (EA1HR); Goldberg (EA2RS); Lieberman (EA3PH); Herz (SA1PH); Skolnik (SA2HR); Socknat (ASTHR); Harbison (EC1/2HR); Huang (EC3DR); Liebenthal (EC3HR); Blinkhorn (EC4MS); Hees (MN1PH); Baudouy (MN2PH); Heyneman (EMTHR); Colliou (LA1HR); Lee (LA2HR); Schweitzer (LA3HR); Londoño (LATAD); Winkler (LATAD); Slade (OEDD1); Jimenez (PRDPH); Bruns (EDIHR); Middleton (EDINP)

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Advice to the World Bank from the External Advisory Panel on Education

Introduction

1 It is increasingly recognised that education plays an important role in the social and economic development of any country. This has produced a world-wide interest in education systems, and education now forms an integral part of most development processes. Demands have thus increased for international agencies to provide more resources, information and expertise to help develop and improve education systems.

2 The growing importance of education for the social and economic development of a country has also been recognised in the World Bank's work. The amount of loans for, and the attention paid to, education have increased significantly over the past five years or so.

3 The role of the World Bank in education is a dual one. First, and most directly, the Bank can be a key player in the development of education through the provision of advice and loans. Second, the Bank can encourage each country to build its own analytical and decision making capacity and then provide information and international expert advice, whenever sought, to assist that capacity.

4 There is a remarkable similarity across the world, in both developed and developing countries, not only in terms of the goals set for education but also in terms of shared problems. In order to enhance both **economic growth** and **social cohesion**, countries look for successful policies which:

- improve access - **equity** of education;
- increase participation - **quantity** of education;
- improve learning - **quality** of education.

5 Countries also face similar - though not identical - challenges and educational dilemmas (eg increasing demands, the impact of new technologies, shortage of resources, misallocated or badly targeted resources, curriculum content) and similar categories of choices as to solutions (eg more effective use of existing education resources, reallocation of

resources across government, new sources of revenue, increased efficiency, retrenchment). Of course the most appropriate balance of choices is likely to be very different from country to country.

6 Interdependence and international co-operation is needed, and is increasing, as these "environments in common" are recognised and as countries search for expert partners to help them improve and reform their systems to realise their goals. Thus the Bank needs increasingly to work with other international agencies, both those which provide direct support and assistance in this area as well as those which provide analytical capacity (eg UNESCO, OECD). While it is important for the Bank to work with other agencies, it is equally important to acknowledge that coordination of the various agencies should, wherever possible, be the legitimate responsibility of the country concerned.

7 In summary:

- the importance of education in a country's development is increasingly recognised;
- the Bank's involvement in education is rapidly growing;
- the similarity of goals and problems points to more and better co-operation between international agencies.

8 These developments mean that, in turn, the World Bank needs to expand its own perspective on education, recognising education's contribution to social as well as to economic goals. To this end, the Bank needs to ensure that its contribution is based on analysis which covers not only the economic but also the social dimensions of education - including the process capacity of the country. In the light of the above, the Panel has identified three areas which it believes should be given greater attention in the Bank's work; further, the Panel believes that the procedures and incentive mechanisms within the Bank should be adjusted so as to encourage this greater attention. The three areas are:

- understanding country circumstances:
- implementation;
- pursuit of the objective of social cohesion.

9 We elaborate on each of these three areas below.

A. **Understanding country circumstances**

10 It is important for the Bank to be a genuine partner, that is one which listens and creates relationships of inter-dependency - and not those of simple dependency. Any Bank contribution must start from a realistic understanding of the country concerned, based on an interdisciplinary analysis covering:

- its political, social, cultural, psychological and economic contexts;
- its capacity for, and commitment to, change;
- the scope, preparedness and margin for change;
- the strengths and weaknesses of any levers available to bring about change.

11 Such **country based analysis** must be grounded in an understanding of the culture of the country; it should be undertaken jointly with key players within the country itself and should involve other partners where appropriate (eg NGOs). The result should be an analysis of the **problems** to be addressed which is both recognised, and accepted, by the key players within the country. This takes time and money, but it should be viewed as an essential investment not an expense to be minimised.

12 Only after such an analysis should **solutions** be considered - there are no 'right' answers in education and generalised solutions should not be applied. Approaches to solutions should be firmly based on a prior and broad based analysis of the context and of the problems, and should not be based on preconceived ideas of what the solutions ought to be. The derivation of solutions will also require an interdisciplinary approach drawing on practical experience, on an understanding of education and on a knowledge of the country's context as well, of course, on any relevant economic theories.

13 Any Bank conditions for a project should also be relevant both to the project and to the country; any conditions should be clear and be debated and then agreed at the beginning in order to secure joint commitment to them. The Bank should ensure that such **debate is actively held** and agreement consciously reached; it should also take great care not to impose any particular policy based on any ideology.

B. Implementation

14 The Panel thinks that the process of implementation should receive more rigorous attention. There is a need to ensure that the importance of implementation is recognised within the country concerned so that national mechanisms are in place to record successful implementation and then to reward it. The World can help Ministers commit to the need to secure change and to its implementation.

15 Also the Bank can, and should, do more to develop an **analytical approach to the process of implementation** and to identify successful elements of implementation - and that this should form part of project design. To this end, the Panel thinks that the work of the Bank should include, for example:

- an analysis of the country context (covering all the factors outlined in paragraph 12 above);
- the creation of an appropriate (but not over-detailed) information base;
- the identification of partners and "cause champions";
- consultation with all those likely to influence the success or otherwise of the project;
- ways of securing commitment from all the important constituencies;
- the communication of decisions in ways which encourage their acceptance;
- identification of the incentives needed to produce successful implementation (both in the country and within the Bank);

- a timetable with clear milestones and intermediate (perhaps annual) review points in each project.

16 Any successful **implementation strategy** will have **the capacity to learn and adapt** as an important component. This requires a continuous evaluation of the project during its implementation and a recognition that the plan of the project will itself evolve during the project (and not simply be a blueprint at the outset). This type of evaluation should be more powerful (and independent) than it currently is, and should form an integral part of the implementation programme. Of course, such an evaluation process should be in addition to the full evaluation of the project's educational impact when completed (which may only be possible after many years).

17 To ensure adequate attention is paid to implementation, **evaluation should be built into project design** in such a way that individuals within the Bank can be held **accountable for the success** (or otherwise) of the implementation of a project. The design should be such that it provides positive incentives to staff to ensure that projects will be successfully implemented - incentives which are at least as great as those which currently exist for staff to secure agreement to a loan in the first place.

C. The objectives of social cohesion

18 The overall objectives of the Bank suggest that both economic growth and social cohesion are equally valid and important goals. There has been a tendency to view social cohesion merely as a contributor to economic growth whereas it is a **valid objective in its own right**. This validity should be fully recognised in the assessment of any potential project. In particular, education can have a major impact on social behaviour, and, whether it is intended or not, the education process contributes to the cohesion and development of a society both internally and internationally.

19 The overall challenge for a country is clear: to create a peaceful and civilised world with sustainable growth and development, while also satisfying the cultural and material aspirations of its citizens. Education has a central role to play in these goals. Of course it can not supply all the answers, but it has great potential to achieve social cohesion through:

- enhancing people's awareness of the need to work together;

- transferring understanding and knowledge;
- providing the necessary skills to put knowledge into practice.

20 Thus the contribution which an education project can make to improving social cohesion can be as valuable as the contribution it can make directly to improving economic development. This has implications for the breadth of the analytical base - both economic and other - brought to bear on any project.

21 In the context of these objectives, we found some concern about the analytical base used for assessing potential education projects and in particular about the uses made of various economic tools. Clearly the approach the Bank takes to any analysis will have an impact on the direction of its support and hence on the achievement of the above objectives. We propose to explore the connection between the Bank's analytical approach and the balance of objectives for our next report.

Implications for the World Bank

22 The Panel has not sought to identify detailed implications of the above for the organisation or work of the Bank. Nevertheless we have identified some areas to which we believe the Bank might usefully devote more attention. These provide a broad agenda for change and we will return to them in subsequent reports. The main changes would be to give more emphasis to:

- successful implementation through:
 - more attention being paid to the processes underlying implementation;
 - accordingly adjusting the approach adopted to project preparation;
 - providing incentives to staff to make such changes in emphasis;
- monitoring and evaluation of projects by:
 - increasing the importance of evaluation in projects through building an evaluation process into project preparation and undertaking it throughout implementation;

- using a broader analytical basis in the development and assessment of projects by:
 - working closely with countries in the development of their own analytical base;
 - increasing the level of skills, experience and understanding of education available within, or to, the Bank;
 - adopting a more interdisciplinary approach to analysis;
 - adjusting the balance between the relevant factors in the assessment of projects by the Board (ie social as well as economic).
- working more with other partners, for example:
 - other multilateral and bilateral organisations;
 - local NGOs.

Conclusion

23 The Bank has a real contribution to make and a strong comparative advantage in its resources, its access to countries, its global expertise, and its analytical capacity. Changes in the areas suggested will further improve the Bank's performance and help it to become a better partner in improving education world-wide. The above changes would mean that the Bank would change:

- from decider to facilitator;
- from providing answers to providing advice and information;
- from providing direct assistance to providing useful experience from elsewhere;
- from acting alone to working with partners.

March 1996

Annex: Panel members

Chair:

Dr Jo M M Ritzen
Minister of Education, Culture and Science
The Netherlands

Other Members:

Mr Gordon Ambach*
Executive Director
Council of Chief State Schools Officers
The United States

Dr R V Vaidyanatha Ayyar
Joint Secretary for Education
Ministry of Human Resource Development
India

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Minister
Ministry of Pre-University & Vocational Education
Guinea

Mr Quentin Thompson
Partner, Education Consultancy
Coopers & Lybrand
United Kingdom

* not able to be present at the Panel discussions and so has not contributed to the report.

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on

Bank has a real contribution to make and a strong comparative advantage in its services to countries, its global expertise, and its analytical capacity. Changes in the Bank's performance and help it to become a more effective partner in improving education world-wide. The above changes would mean that the Bank's role should change:

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from providing direct assistance to providing useful experience from elsewhere;

from acting alone to working with partners.

March 1, 1996

**Meeting on Building Capacity in Strategic Resource Planning
for Girls' Education in Africa**
Dublin, Ireland, March 4 - 5, 1996

List of Participants

Mr. Arvil (Van) Adams
Human Resources Adviser
Human Resources Division
Africa Technical Department
World Bank
1818 H Street, N.W.
Washington, D.C. 20433
U.S.A.
Tel.: (202) 473-3435
Fax: (202) 477-2976

Minister
H.E. Diallo Hadja Aicha Bah
Minister of Pre-University Studies
and Professional Training
Ministry of Pre-University Studies
and Professional Training
P.O. Box 2201
Conakry, Guinea
Tel.: (224) 402-257
Fax: (224) 413-441

Mr. Nicholas Burnett
Principal Economist
Human Development Department
World Bank
1818 H Street, N.W., S-9135
Washington, D.C. 20433
U.S.A.
Tel.: (202) 473-4166
Fax: (202) 522-3233

✓ Mrs. Fay King Chung
Chief of Education Cluster
UNICEF
3 UN Plaza
New York, N.Y. 10017
U.S.A.
Tel.: (212) 702-7289
Fax: (212) 702-7149

Fay

✓ Prof. Christopher Colclough
Professor
Institute of Development Studies
University of Sussex
Falmer
Brighton, BN1, 9RE, England
Tel.: (441-273) 606-261
Fax: (441-273) 621-202/691-647

Chris

✓ Dr. David Court
The Representative
The Rockefeller Foundation
Mama Ngina Street
P.O. Box 47543
Nairobi, Kenya
Tel.: (254-2) 228-061332-361
Fax: (254-2) 218-840

David

x Dr. Eddah Gachukia *Eddah*
Executive Director
Forum for African Women
Educationalists (FAWE)
12th Floor, International House
Mama Ngina Street
P.O. Box 53168
Nairobi, Kenya
Tel.: (254-2) 330-352
Fax: (254-2) 210-709/568-278

x Mr. Seamas Mulloy *Seamas*
Department of Foreign Affairs
St. Stephen's Green
Dublin 2, Ireland
Tel.: (353-1) 678-0822
Fax: (353-1) 671-3980

x Mr. Peter Houliston *Peter*
Director of Operations
Pan Africa Program
Canadian International Development
Agency (CIDA)
200 Promenade du Portage
Place du Centre
Hull, Québec, Canada
Tel.: (819) 997-7797
Fax: (819) 953-9453

x Ms. Gibwa Kajubi *Gibwa*
Programme Director
Forum for African Women
Educationalists (FAWE)
P.O. Box 53168
Nairobi, Kenya
Tel.: (254-2) 330-352/226-590
Fax: (254-2) 210-709/568-278

x Mr. Kiyoto Kurokawa *Kurokawa-san*
Assistant Representative
Japan International Cooperation
Agency (JICA)
45 Old Bond Street
London, United Kingdom, W1X 4HS
Tel.: (44.171) 493-0045
Fax: (44.171) 493-0042

Ms. Sue Leigh-Doyle *Sue ?
WB staff*
Consultant on Girls' Education
Human Resources and Poverty
Division
Economic Development Institute
World Bank
1818 H Street - Room M-4131
Washington, D.C. 20433
Tel.: (202) 473-3305
Fax: (202) 676-0961

x Dr. Agneta Lind *Agneta*
Adviser
Policy Secretariat
Department for Democracy
and Social Development
SIDA
Birger Jarlsgatan 61
S-105-25
Stockholm, Sweden
Tel.: (468) 698-5249
Fax: (468) 698-5647

x Mr. John Lynch *John*
Chief Executive
Higher Education for Development
Cooperation (HEDCO)
65 Fitzwilliam Square
Dublin 2, Ireland
Tel.: (353-1) 661-2085
Fax: (353-1) 676-8632

x Mr. Ben M. Makau *Ben*
Consultant
Research and Evaluation
Associates
P.O. Box 46331
Nairobi, Kenya
Tel.: (254-2) 568-132
Fax: (254-2) 210-709

x Ms. Mwatumu J. Malale *Ms Mable*
Deputy Principal Secretary
Prime Minister's Office
Magogoni Road
P.O. Box 3021
Dar-es-Salaam, Tanzania
Tel.: (255-51) 38776

x Mr. Stephen A. Matlin *Steve*
Director
Human Resource Development
Division
Commonwealth Secretariat
Marlborough House, Pall Mall
London SW1Y 5HX
Tel.: (44-171) 747-6280
Fax: (44-171) 747-6287

x Dr. Joyce Moock *Joyce*
Associate Vice President
The Rockefeller Foundation
420 Fifth Avenue
New York, N.Y. 10018
U. S. A.
Tel.: (212) 869-8500
Fax: (212) 764-3468

Mr. Paud Murphy
Education Specialist
Human Resources and Poverty
Division
Economic Development Institute
World Bank
1818 H Street - Room M-4131
Washington, D.C. 20433
U.S.A.
Tel.: (202) 473-6450/6445
Fax: (202) 676-0961

x Ms. Gladness Ramadhani Mziray *Minister*
Deputy Minister
Ministry of Education and
Culture
Magogoni Street
P.O. Box 9121
Dar-es-Salaam, Tanzania
Tel.: (255-51) 27535
Fax: (255-51) 46727

x Ms. Yuri Nakamura *Nakamura-san*
Researcher
Japan International Cooperation
Agency (JICA)
45 Old Bond Street
London, United Kingdom, W1X 4HS
Tel. (44.171) 493-0045
Fax: (44.171) 493-0042

x Dr. Katherine Namuddu *Katherine*
Senior Scientist
The Rockefeller Foundation
International House
13th Floor
Mama Ngina Street
P.O. Box 47543
Nairobi, Kenya
Tel.: (254-2) 332-361
Fax: (254-2) 218-840

✓ Ms. Minh Chau Nguyen
Manager
Poverty and Social Policy
Department
World Bank
1818 H Street, N.W., Room S-10-143
Washington, D.C. 20433
U.S.A.
Tel.: (202) 473-2745
Fax: (202) 522-3237

✓ Mr. John Ohiorhenuen *John*
Chief Economist
UNDP
One UN Plaza
New York, N.Y. 10017
U.S.A.
Tel.: (212) 906-5924
Fax: (212) 906-5453

Ms. Maris O'Rourke
Manager, Education group
Human Development Department
World Bank
1818 H Street, N.W.
Washington, D.C. 20433
U.S.A.
Tel.: (202) 473-2925
Fax: (202) 522-3233

✓ Ms. Julie Rea *Julie*
USAID
AFR/SD/HRD
Department of State
Room 4741.NS
Washington, D.C. 20253
U.S.A.
Tel.: (202) 647-8259
Fax: (202) 647-2993

GU
✓ Ms. Gill Roe
Programme Coordinator
Higher Education for Development
Cooperation (HEDCO)
65 Fitzwilliam Square
Dublin 2, Ireland
Tel.: (353-1) 661-2085
Fax: (353-1) 676-8632

✓ Mr. Richard Sack *Richard*
Executive Director
Association for the Development
of African Education (DAE)
7-9 rue Eugène Delacroix
75116 Paris, France
Tel.: (33-1) 450-33-864
Fax: (33-1) 450-33-965

✓ H.E. Harry Sawyer *Minister*
Minister of Education
Ministry of Education
Ministry Branch Post Office
P.O. Box M-45
Accra, Ghana
Tel.: (233) 21-662-772
Fax: (223) 21-664-067

✓ Dr. Mercy Tembon *Mercy*
83 Clarence Gardens
London NW1 3LL
United Kingdom
Tel.: (4471) 388-5516
Fax: (4471) 388-5516

✓ Ms. Sissel Volan *Sissel*
Senior Education Adviser
NORAD
P.O. BOX 034
0030 Oslo, Norway
Tel.: (47-22) 314-535
Fax: (47-22) 314-401

The World Bank
Washington, D.C. 20433
U.S.A

JAMES D. WOLFENSOHN
President

April 29, 1996

Minister J.M.M. Ritzen
Ministry of Education, Culture and Science
The Netherlands

Dear Minister Ritzen,

Thank you for your recent letter and your kind words about our efforts here.

Education is vitally important to breaking the grip of poverty in the developing world. I stressed this in Beijing and am no less committed today to helping countries improve their education systems. Education of girls is especially important, particularly in countries where they have gotten a much less fair shake than boys in the past. The major steps you have been undertaking in the Netherlands challenge us all to strive for real results on the ground, addressing the substantial problems that developing countries need to overcome.

Thank you also for chairing the external panel advising us on education. Getting input from experts like yourself outside the Bank -- to add new perspectives and fresh ideas to our own reflections -- is crucial for enabling us to be the continuously learning and growing institution we need to be if we are to serve developing countries well. This is key in all our work, but especially so in education, where we have a lot we need to do more of and better in the years ahead. Your extensive experience and knowledge about education can help us move forward.

I have asked our key people in education to continue the fruitful dialogue that appears already to have started successfully, and to work hard toward translating the deliberations into action.

Your suggestion that we meet is most appreciated. I know how busy your time must be, and am grateful for your willingness to help us in our work. Unfortunately, my own schedule is terribly overloaded too. We've looked carefully for some possible openings but there aren't any for the next several months. I have asked my colleagues in this area at the Bank, Armeane Choksi and David de Ferranti, to get together with you

and follow up on the discussions so that no time is lost. They will keep me informed as things progress further.

Once again, thank you for your ideas and interest in helping us do the best job we can in assisting developing countries to upgrade their education systems.

The challenges that countries face in the education arena are immensely important to global progress against poverty. For many countries, there is no better investment than improving.

With warm regards

Sincerely yours,



James D. Wolfensohn

P.S.

*I do apologize for my travel schedule which is
brutal during the next 60-90 days - I hope that we
can get together thereafter - I am very keen to meet
with you -*

P.P.S

*I am sure that you know that I am deeply involved
with many new efforts on implementation and
measurement of effectiveness - I agree with you on
country specificity & social cohesion -*

bcc: Messrs./Mmes. McColgan-Mohamed (EXC); Choksi (HCD); O'Rourke, Walker
(HDD)

EXC-08168
HCD-00151
HDD-234

DdeFerranti/ddf/js
n:\corresp\hdd234

JDW's handwritten note on letter to Minister Ritzen

P.S. I do apologize for my travel schedule which is brutal during the next 60-90 days. I hope that we can get together thereafter - I am very keen to meet with you.

P.P.S. I am sure that you know that I am deeply involved with increasing our emphasis on implementation and measurement of effectiveness. I agree with you on country specificity and social cohesion.

fax

Ingrid

31-79-323-25-25

From: Maria O'Rourke

To: Ingrid

OFFICE MEMORANDUM

DATE: May 1, 1996

TO: Education Group

FROM: Maris ^{MR}Rourke, HDD

EXTENSION: 37096

SUBJECT: **External Advisory Panel on Education**

As you know, last year we set up an external panel of experts to comment and advise on the Bank's current and future role in education.

The panel members are:

Dr. Jo M. M. Ritzen
Minister of Education, Culture and Science
The Netherlands

Mr. Gordon Ambach
Executive Director
Council of Chief State Schools Officers
The United States
(unable to be present at the Panel discussion and so has not contributed to the report)

Dr. R. V. Vaidyanatha Ayyar
Joint Secretary of Education
Ministry of Human Resource Development
India

Mme. Aicha Bah-Diallo
Minister
Ministry of Pre-University and Vocational Education
Guinea

Mr. Quentin Thompson
Partner, Education Consultancy
Coopers and Lybrand
United Kingdom

A successful meeting of the group was held in January 1996 in Washington where the panel both met alone and consulted with internal and external commentators about the

Bank. Subsequent contact has been maintained through e-mail, phone, and fax, and the final of their first written report was sent to Mr. Wolfensohn in early April.

We know you will be interested to see this **Advice to the World Bank from the External Panel on Education** which is attached.

Attachment

cc: Messrs./Mmes. Merrick, Feachem, McGuire

MOR\rlc
depthedz.doc

OFFICE MEMORANDUM

DATE: April 29, 1996

TO: Distribution

FROM: David de Ferranti and Marie O'Rourke, HDD

EXTENSION: 37096

SUBJECT: **External Advisory Panel on Education**

As you know, last year we set up an external panel of experts to comment and advise on the Bank's current and future role in education.

The panel members are:

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Minister of Education, Culture and Science
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Council of Chief State Schools Officers
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United Kingdom

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We know you will be interested to see this **Advice to the World Bank from the External Panel on Education** which is attached. Please share it widely.

We plan to discuss this report and the next steps at a lunch in Room E6 of the Executive Dining Rooms on May 20 at 12 noon. We hope you can be there. Please let Zenobia Panthaki know by electronic mail ASAP if you will attend.

Meanwhile, if you or your staff wish to give initial feedback, we'd be happy to receive it.

Attachment

Distribution:

Messrs./Mmes. Choksi (HCOVP); Husain (PSP); Grawe (AF1HR); Maas (AF2PH); Berk (AF3PH); Porter (AF4PH); Pannenberg (AF5PH); Husain (AFTHR); Burmester (EA1HR); Goldberg (EA2RS); Lieberman (EA3PH); Herz (SA1PH); Skolnik (SA2HR); Socknat (ASTHR); Harbison (EC1/2HR); Huang (EC3DR), Liebenthal (EC3HR); Blinkhorn (EC4MS); Hees (MN1PH); Baudouy (MN2PH); Heyneman (EMTHR); Colliou (LA1HR); Lee (LA2HR); Schweitzer (LA3HR); Londoño (LATAD), Winkler (LATAD); Slade (OEDD1); Jimenez (PRDPH); Bruns (EDIHR), Middleton (EDINP)

MOR\rlc

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The World Bank

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

1818 H Street N.W.
Washington, D.C. 20433
U.S.A.

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

24 April 1996

Mr. Gordon Ambach
Executive Director
Council of Chief State School Offices
1 Massachusetts Avenue, N.W., Suite 700
Washington DC 20001-1431

Dear Gordon:

I was very sorry you were unable to participate in our inaugural meetings and the excellent document produced, which I have attached.

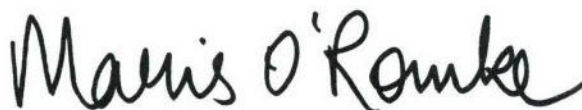
I learned a lot from the discussions, drafts and redrafts, and I have already included implementation as a major project in our FY97 HDD work program. Bruno Laporte is the Task Manager and he is already making very good progress. You will no doubt be interested in hearing about this project when we next meet.

With regard to future meetings, we can again attach a meeting to our training week in January 1997 (there can't be two blizzards this century!) and we should also try to find a time in the next few months. Are there times when people will be in Europe? Perhaps you could let me know.

Again, many thanks for a great start.

Kind regards,

Sincerely,



Maris O'Rourke
Senior Adviser, Education
Human Development Department

Attachment:

Mr. Gordon Ambach

-2-

April 24, 1996

cc: Messrs. de Ferranti, Laporte (HDD)

The World Bank

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

1818 H Street N.W.
Washington, D.C. 20433
U.S.A.

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

24 April 1996

Mr. Quentin Thompson
Coopers & Lybrand
Management Consultancy Services
1 Embankment Place
London WC2N 6NN
UNITED KINGDOM

Dear Quentin,

Thank you so much for all the time, effort, energy and resources you have put into the excellent document **Advice to the World Bank from the External Advisory Panel on Education** which has been passed on to me by Mr. Wolfensohn.

I learned a lot from the discussions, drafts and redrafts and I have already included implementation as a major project in our FY97 HDD work program. Bruno Laporte is the Task Manager and he is already making very good progress. You will no doubt be interested in hearing about this project when we next meet.

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Kind regards,

Sincerely,



Maris O'Rourke
Senior Adviser, Education
Human Development Department

Attachment

Mr. Quentin Thompson

-2-

April 24, 1996

cc: Messrs. de Ferranti, Laporte (HDD)

MOR/rc

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The World Bank

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

1818 H Street N.W.
Washington, D.C. 20433
U.S.A.

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

24 April 1996

Minister Jo Ritzen
Minister of Education, Culture
and Sport
PO Box No. 25000
2700 LZ Zoetermeer
THE NETHERLANDS

Dear Jo,

Thank you so much for all the time, effort, energy and resources you have put into the excellent document **Advice to the World Bank from the External Advisory Panel on Education** which has been passed on to me by Mr. Wolfensohn.


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Maris O'Rourke
Senior Adviser, Education
Human Development Department

Attachment

Minister Jo Ritzen

-2-

April 24, 1996

cc: Messrs. de Ferranti, Laporte (HDD)

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The World Bank

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

1818 H Street N.W.
Washington, D.C. 20433
U.S.A.

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

24 April 1996

Mr. R.V. Vaidyanatha Ayyar
Joint Secretary for Education
Ministry of Human Resource Development
Shastri Bhavan
New Delhi 110 001
INDIA

Dear Dr. Ayyar,

Thank you so much for all the time, effort, energy and resources you have put into the excellent document **Advice to the World Bank from the External Advisory Panel on Education** which has been passed on to me by Mr. Wolfensohn.

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Kind regards,

Sincerely,



Maris O'Rourke
Senior Adviser, Education
Human Development Department

Attachment

Mr. R. V. Vaidyanatha Ayyar

-2-

April 24, 1996

cc: Messrs. de Ferranti, Laporte (HDD)

MOR/rc
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24 April 1996

Mme. Diallo Hadja Aicha-Bah
Minister for Pre-University and
Vocational Training
Ministry of Education
BP, 1003, Conakry
REPUBLIC OF NEW GUINEA

Dear Aicha,

Thank you so much for all the time, effort, energy and resources you have put into the excellent document **Advice to the World Bank from the External Advisory Panel on Education** which has been passed on to me by Mr. Wolfensohn.

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Kind regards,

Sincerely,



Maris O'Rourke
Senior Adviser, Education
Human Development Department

Attachment

cc: Messrs. de Ferranti, Laporte (HDD)

MOR/rc
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Headquarters: Washington, D.C. 20433 U.S.A.
Tel. No. (202) 477-1234 • Fax (202) 477-6391 • Telex No. RCA 248423

FACSIMILE COVER SHEET AND MESSAGE

DATE:	April 22, 1996	NO. OF PAGES: 11 (including cover sheet)	MESSAGE NO.: {#}
TO:	Dr. R.V. Vaidyanatha Ayyar Title: Addl. Secretary, Education Orgn. Ministry of Human Resource Development City/Country: Government of India	DESTINATION FAX NO.: (91-11) 338 1355	
FROM:	Maris O'Rourke Title: Senior Adviser Education Dept/Div: Human Development Department Room No.: S 9-137	DIVISIONAL FAX NO.: (202) 522-32233 Dept./Div. No.: 693/05 Telephone: (202) 473 7096	
SUBJECT:	<u>Report of the External Advisory Panel</u>		

MESSAGE:

Dear Dr. Ayyar,

THE WORLD BANK GROUP
Headquarters: Washington, D.C. 20433 U.S.A.
Tel. No. (202) 477-1234 • Fax (202) 477-6391 • Telex No. RCA 248423

FACSIMILE COVER SHEET AND MESSAGE

DATE: April 22, 1996 **NO. OF PAGES:** 11 **MESSAGE NO.:** {#}
(including cover sheet)

TO: Dr. R.V. Vaidyanatha Ayyar **DESTINATION FAX NO.:** (91-11) 338 1355
Title: Addl. Secretary, Education
Orgn. Ministry of Human Resource Development
City/Country: Government of India

FROM: Maris O'Rourke **DIVISIONAL FAX NO.:** (202) 522-32233
Title: Senior Adviser Education Dept./Div. No.: 693/05
Dept/Div: Human Development Department
Room No.: S 9-137 Telephone: (202) 473 7096

SUBJECT: Report of the External Advisory Panel

MESSAGE:

Dear Dr. Ayyar,

Attached is the report of the External Advisory Panel. We received your fax on Thursday morning. I have been out on mission to East Africa, Jamaica and also to Paris for an OECD meeting. On Friday, the entire department was out on retreat, hence this delay in sending it.

Hope things are well with you. I look forward to hearing from you.

Warm regards,


Maris

Transmission authorized by: authorization

If you experience any problem in receiving this transmission, inform the sender at the telephone or fax no. listed above.



FAX

DR. R.V. VAIDYANATHA AYYAR
ADDITIONAL SECRETARY
TELE: NO. 3383202

Dr. No. 73/AS/96
भारत सरकार
मानव संसाधन विकास मंत्रालय
शिक्षा विभाग
नई दिल्ली - ११० ००१
GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF EDUCATION
NEW DELHI - 110 001

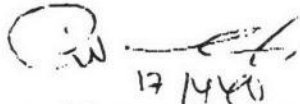
April 17, 1996.

Dear Maris O'Rourke,

I understand that the final report of the External Advisory Panel on Education has been prepared. May I request for a copy?

With best wishes,

Yours sincerely,


17/4/96
(R.V. Vaidyanatha Ayyar)

Dr. Maris O'Rourke,
Senior Advisor
Human Development Department,
The World Bank,
Washington D.C. 20433
U.S.A.

Fax : 202-522-3233



received
4/17/96

MINISTER OF EDUCATION, CULTURE AND SCIENCE

DdF

1) MOR

BL

Dw

2) ZP (for file)

David de Ferranti
Director Human Development Department
World Bank
Washington, D.C. 20433
USA

Zoetermeer, April 9, 1996

Dear David,

Thank you for your helpful comments on our draft. I quite take your comment about the possible interpretation of the tone as hectoring; I thought it was better to attribute the 'views' to the Panel rather than make ex cathedra statements, but if you think the Bank is more receptive to the latter, I am happy to adjust. There was one point we expressed badly in the draft in para 21; rather than deleting the point, I have rephrased it to make it clearer that we are concerned with the link between analysis and objectives (ie it is not purely an internal matter).

Similarly for the cover letter, I have adopted your tone - although I have retained the option of my contacting the President directly (while keeping you in touch of course).

I have sent the final version to Mr Wolfensohn today; copy attached.

With best wishes,

Yours,

J.M.M. Ritzen



MINISTER OF EDUCATION, CULTURE AND SCIENCE

President of the World Bank
1818 H Street, N.W.
Washington, D.C. 20433
USA

Zoetermeer, April 9, 1996

Education expert panel

Dear Mr. Wolfensohn,

The strong support you have expressed for the importance of education in development, and your dynamic new leadership of the Bank, are very encouraging. Those of us around the world who care deeply about improving education in developing countries are pleased to see that the Bank will do its utmost in this area in the years ahead.

I also am glad to see these signals being followed up actively. David de Ferranti's idea to create an external advisory panel on education gives the Bank an innovative new way to tap the knowledge and experience of worldwide leaders in education. I was delighted to accept his invitation to join the panel, and to serve as its chair.

The panel met in January, at the height of the blizzard, and had three intensive days of fruitful discussions together with David and his staff including Maris O'Rourke and others. A note reflecting some of the issues we covered is attached. I am delighted that the panel and David and staff are in agreement on so many points.

I think it would be appropriate for us to have a meeting on the basis of our report in order to discuss its contents and their implications for the Bank. To this end, I would be pleased to invite you to the Netherlands at a mutually convenient date, alternatively we could arrange a meeting in Washington. I will ask my office to contact yours to make suitable arrangements.

With best wishes,

Yours,

J.M.M. Ritzen

Advice to the World Bank from the External Advisory Panel on Education

Introduction

1 It is increasingly recognised that education plays an important role in the social and economic development of any country. This has produced a world-wide interest in education systems, and education now forms an integral part of most development processes. Demands have thus increased for international agencies to provide more resources, information and expertise to help develop and improve education systems.

2 The growing importance of education for the social and economic development of a country has also been recognised in the World Bank's work. The amount of loans for, and the attention paid to, education have increased significantly over the past five years or so.

3 The role of the World Bank in education is a dual one. First, and most directly, the Bank can be a key player in the development of education through the provision of advice and loans. Second, the Bank can encourage each country to build its own analytical and decision making capacity and then provide information and international expert advice, whenever sought, to assist that capacity.

4 There is a remarkable similarity across the world, in both developed and developing countries, not only in terms of the goals set for education but also in terms of shared problems. In order to enhance both **economic growth** and **social cohesion**, countries look for successful policies which:

- improve access - **equity** of education;
- increase participation - **quantity** of education;
- improve learning - **quality** of education.

5 Countries also face similar - though not identical - challenges and educational dilemmas (eg increasing demands, the impact of new technologies, shortage of resources, misallocated or badly targeted resources, curriculum content) and similar categories of choices as to solutions (eg more effective use of existing education resources, reallocation of

resources across government, new sources of revenue, increased efficiency, retrenchment). Of course the most appropriate balance of choices is likely to be very different from country to country.

6 Interdependence and international co-operation is needed, and is increasing, as these "environments in common" are recognised and as countries search for expert partners to help them improve and reform their systems to realise their goals. Thus the Bank needs increasingly to work with other international agencies, both those which provide direct support and assistance in this area as well as those which provide analytical capacity (eg UNESCO, OECD). While it is important for the Bank to work with other agencies, it is equally important to acknowledge that coordination of the various agencies should, wherever possible, be the legitimate responsibility of the country concerned.

7 In summary:

- the importance of education in a country's development is increasingly recognised;
- the Bank's involvement in education is rapidly growing;
- the similarity of goals and problems points to more and better co-operation between international agencies.

8 These developments mean that, in turn, the World Bank needs to expand its own perspective on education, recognising education's contribution to social as well as to economic goals. To this end, the Bank needs to ensure that its contribution is based on analysis which covers not only the economic but also the social dimensions of education - including the process capacity of the country. In the light of the above, the Panel has identified three areas which it believes should be given greater attention in the Bank's work; further, the Panel believes that the procedures and incentive mechanisms within the Bank should be adjusted so as to encourage this greater attention. The three areas are:

- understanding country circumstances;
- implementation;
- pursuit of the objective of social cohesion.

9 We elaborate on each of these three areas below.

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14 The Panel thinks that the process of implementation should receive more rigorous attention. There is a need to ensure that the importance of implementation is recognised within the country concerned so that national mechanisms are in place to record successful implementation and then to reward it. The World can help Ministers commit to the need to secure change and to its implementation.

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- an analysis of the country context (covering all the factors outlined in paragraph 12 above);
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16 Any successful **implementation strategy** will have **the capacity to learn and adapt** as an important component. This requires a continuous evaluation of the project during its implementation and a recognition that the plan of the project will itself evolve during the project (and not simply be a blueprint at the outset). This type of evaluation should be more powerful (and independent) than it currently is, and should form an integral part of the implementation programme. Of course, such an evaluation process should be in addition to the full evaluation of the project's educational impact when completed (which may only be possible after many years).

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C. The objectives of social cohesion

18 The overall objectives of the Bank suggest that both economic growth and social cohesion are equally valid and important goals. There has been a tendency to view social cohesion merely as a contributor to economic growth whereas it is a **valid objective in its own right**. This validity should be fully recognised in the assessment of any potential project. In particular, education can have a major impact on social behaviour, and, whether it is intended or not, the education process contributes to the cohesion and development of a society both internally and internationally.

19 The overall challenge for a country is clear: to create a peaceful and civilised world with sustainable growth and development, while also satisfying the cultural and material aspirations of its citizens. Education has a central role to play in these goals. Of course it can not supply all the answers, but it has great potential to achieve social cohesion through:

- enhancing people's awareness of the need to work together;

- transferring understanding and knowledge;
- providing the necessary skills to put knowledge into practice.

20 Thus the contribution which an education project can make to improving social cohesion can be as valuable as the contribution it can make directly to improving economic development. This has implications for the breadth of the analytical base - both economic and other - brought to bear on any project.

21 In the context of these objectives, we found some concern about the analytical base used for assessing potential education projects and in particular about the uses made of various economic tools. Clearly the approach the Bank takes to any analysis will have an impact on the direction of its support and hence on the achievement of the above objectives. We propose to explore the connection between the Bank's analytical approach and the balance of objectives for our next report.

Implications for the World Bank

22 The Panel has not sought to identify detailed implications of the above for the organisation or work of the Bank. Nevertheless we have identified some areas to which we believe the Bank might usefully devote more attention. These provide a broad agenda for change and we will return to them in subsequent reports. The main changes would be to give more emphasis to:

- successful implementation through:
 - more attention being paid to the processes underlying implementation;
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 - other multilateral and bilateral organisations;
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Conclusion

23 The Bank has a real contribution to make and a strong comparative advantage in its resources, its access to countries, its global expertise, and its analytical capacity. Changes in the areas suggested will further improve the Bank's performance and help it to become a better partner in improving education world-wide. The above changes would mean that the Bank would change:

- **from decider to facilitator;**
- **from providing answers to providing advice and information;**
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March 1996

Annex: Panel members

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The Netherlands

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Council of Chief State Schools Officers
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Mr Quentin Thompson
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Coopers & Lybrand
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HDD 69305

(AUTO)

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051	MEMORY TX	PERSONAL CODE ****	901133140659406	03/03	OK

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THE WORLD BANK GROUP

Headquarters: Washington, D.C. 20433 U.S.A.

Tel. No. (202) 477-1234 • Fax (202) 477-6391 • Telex No. RCA 248423

FACSIMILE COVER SHEET AND MESSAGE

DATE:	April 9, 1996	NO. OF PAGES: 3 (including cover sheet)	MESSAGE NO.: {#}
TO:	Mr. Michael Lakin Title: Executive Secretary Orgn. City/Country:	DESTINATION FAX NO.: (33-1) 40 65 94 06	
FROM:	Zenobia Panthaki Title: Admin. Secretary to Maris O'Rourke Dept/Div: Senior Adviser, Education Group (HDD) Room No.: S 9-137	DIVISIONAL FAX NO.: (202) 522-32233 Dept./Div. No.: {Div-#} Telephone: (202) 473 2780	
SUBJECT:	<u>Joint Statement on EFA by Agency Heads</u>		

MESSAGE:

I am faxing to you the joint statement which has now been signed by Mr. Wolfensohn. I

→ B Laporte

External Advisory Panel

The World Bank

1818 H Street, N.W.
Washington, D.C. 20433, U.S.A.



With the compliments of
David de Ferranti
Director, Human Development Department

Tel: (202) 473-8729
Fax: (202) 522-3235

TO: Dr. Jo M.M. Ritzen
Minister of Education, Culture and Science
The Netherlands

Dear Jo,

As promised in my fax dated April 1 (copy attached), enclosed is a disk with a retyped version of the draft report. I am also enclosing a printout for your convenience.

*Best regards,
David*

The World Bank
Washington, D.C. 20433
U.S.A.

David de Ferranti
Director,
Human Development Department

By Facsimile
April 1, 1996

Minister Jo M. M. Ritzen
Minister of Education, Culture and Science
P. O. Box 25000
2700 LZ Zoetermeer
The Netherlands

Dear Jo:

Having you with us in January still stands out as one of the more interesting times of this interesting year -- and not just because of the blizzard! I'm looking forward to our next chance to get together, and will be in touch with some ideas on that as soon as possible.

The draft note from the January discussions finally reached me for the first time a few weeks ago. I have one or two thoughts on it and had hoped to meet with you to explain them or at least to talk by phone. But it seems that our two schedules are too difficult. So I hope this fax will suffice instead.

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I know how busy you are and appreciate your generosity with your time. If you'd like to talk further about this, don't hesitate to call me at work (202-473-8729) or home (703-790-1261). Or if the suggestions above are okay with you, then a simple message from your office to that effect -- and indicating when the revised letter will be sent -- would be fine.

I look forward to being in touch and carrying this effort forward together.

Sincerely,



David de Ferranti

Director

Human Development Department

*Jo,
Best regards. Hope we'll be able to get together
again soon. D.*

Advice to the World Bank from the External Advisory Panel on Education

Introduction

1 It is increasingly recognized that education plays an important role in the social and economic development of any country. This has produced a world-wide interest in education systems, and education now forms an integral part of most development processes. Demands have thus increased for international agencies to provide more resources, information and expertise to help develop and improve education systems.

2 The growing importance of education for the social and economic development of a country has also been recognized in the World Bank's work. The amount of loans for and the attention paid to, education have increased significantly over the past five years or so.

3 The role of the World Bank in education is a dual one. First, and most directly, the Bank can be a key player in the development of education through the provision of advice and loans. Second, the Bank can encourage each country to build its own analytical and decision making capacity and then provide information and international expert advice, whenever sought, to assist that capacity.

4 There is a remarkable similarity across the world, in both developed and developing countries, not only in terms of the goals set for education but also in terms of shared problems. In order to enhance both economic growth and social cohesion, countries look for successful policies which:

- improve access - **equity** of education;
- increase participation - **quantity** of education;
- improve learning - **quality** of education.

5 Countries also face similar - though not identical - challenges and educational dilemmas (eg increasing demands, the impact of new technologies, shortage of resources, misallocated or badly targeted resources, curriculum content) and similar categories of choices as to solutions (eg more effective use of existing education resources, reallocation of resources across government, new sources of revenue, increased efficiency, retrenchment). Of course the most appropriate balance of choices is likely to be very different from country to country.

6 Interdependence and international co-operation is needed, and is increasing, as these "environments in common" are recognized and as countries search for expert partners to help them improve and reform their systems to realize their goals. Thus the Bank needs increasingly to work with other international agencies, both those which provide direct support, and assistance in this area as well as those which provide analytical capacity (eg UNESCO, OECD). While it is important for the Bank to work with other agencies, it is equally important to acknowledge that co-ordination of the various agencies should, wherever possible, be the legitimate responsibility of the country concerned.

7 In summary:

- the importance of education in a country's development is increasingly recognized;
- the Bank's involvement in education is rapidly growing; and
- the similarity of goals and problems points to more and better co-operation between international agencies.

8 These developments mean that, in turn, the World Bank needs to expand its own perspective on education, recognizing education's contribution to social as well as to economic goals. To this end, the Bank needs to ensure that its contribution is based on analysis which covers not only the economic but also the social dimensions of education including the process capacity of the country. In the light of the above, the Panel has identified three areas which it believes should be given greater attention in the Bank's work;

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- understanding country circumstances;
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→ B. Kaporta.
File Excl. Adv. Panel

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By Facsimile
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- the creation of an appropriate (but not over-detailed) information base;
- the identification of partners and "cause champions";
- consultation with all those likely to influence the success or otherwise of the project;

- ways of securing commitment from all the important constituencies;
- the communication of decisions in ways which encourage their acceptance;
- identification of the incentives needed to produce successful implementation (both in the country and within the Bank); and
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impact on social behavior, and whether it is intended or not, the education process contributes to the cohesion and development of a society both internally and internationally.

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- enhancing people's awareness of the need to work together;
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Implications for the World Bank

21 The Panel has not sought to identify detailed implications of the above for the Organization or work of the Bank. However in the context of the above objectives, we found some concern about the analytical base used for assessing potential education projects and in particular about the uses made of various economic tools.

22 Nevertheless we have identified some areas to which we believe the Bank might usefully devote more attention. These provide a broad agenda for change and we will return to them in subsequent reports. The main changes would be to give more emphasis to:

- successful implementation through:
 - more attention being paid to the processes underlying implementation;
 - accordingly adjusting the approach adopted to project preparation; and
 - providing incentives to staff to make such changes in emphasis;
- monitoring and evaluation of projects by:
 - increasing the importance of evaluation in projects through building an evaluation process into project preparation and undertaking it throughout implementation;
- using a broader analytical basis in the development and assessment of projects by:
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23 The Bank has a real contribution to make and a strong comparative advantage in its resources, its access to countries, its global expertise, and its analytical capacity. Changes in the areas suggested will further improve the Bank's performance and help it to become a better partner in improving education world-wide. The above changes would mean that the Bank would change:

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Minister of Education, Culture and Science
The Netherlands

Other Members:

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Executive Director
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Ministry of Pre-University & Vocational Education
Guinea

Mr Quentin Thompson
Partner, Education Consultancy
Coopers & Lybrand
United Kingdom

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**INTERNATIONAL CONSULTATIVE FORUM ON EDUCATION FOR ALL
FORUM CONSULTATIF INTERNATIONAL SUR L'ÉDUCATION POUR TOUS**

CONVENORS
UNDP
UNESCO
UNICEF
WORLD BANK

FAX MESSAGE

Reference: EFA/96/MD6

TO	Mr Bruno Laporte Principal Education Specialist Human Development Department World Bank, Washington DC	FROM: Michael Lakin Executive Secretary
FAX	1-202-522.3233	FAX : 33-1-40 65 94 06
DATE	4 April 1996	TOTAL PAGES SENT: 3

If this transmission is unclear or incomplete, please telephone
UNESCO Paris: 33-1-45680889 or 90. Internet: EFA@UNESCO.ORG

=====

SUBJECT Joint statement on EFA by agency heads

Cilla left with me the attached final text of the statement, signed by Mr Mayor, to fax to you today. I understand that Mr Wolfensohn has agreed now to co-sign this text, so we would be grateful if you would kindly transmit it to his office and ensure that the signed copy is faxed back to us ASAP. I think it would be good if the "original" (though actually a fax copy) with his signature on it could be sent also by airmail.

Thank you for your good assistance.

SECRETARIAT

UNESCO, ED/BAS/CBE, 7 Place de Fontenoy, 75352 Paris 07 SP, France
Phone (33-1) 45 88 08 90; Telex 204461 Paris; Fax (33-1) 40659405 & 40659406



INTERNATIONAL CONSULTATIVE FORUM ON EDUCATION FOR ALL
FORUM CONSULTATIF INTERNATIONAL SUR L'ÉDUCATION POUR TOUS

CONVENORS
 UNDP
 UNESCO
 UNICEF
 WORLD BANK

JOINT STATEMENT

Education for All: A Goal within Reach

Six years ago at the World Conference on Education for All held in Jomtien, Thailand, 155 countries pledged to take the necessary steps to provide primary education for all children and massively reduce adult illiteracy by the end of the decade. This year we are joining forces to organize a high-level meeting at Amman, Jordan, in June, to assess what has been done -- by nations and by the international community -- to fulfil these commitments. At the same time Amman will provide an excellent opportunity for all nations to review their goals and strategies for expanding access to and improving the quality of basic education within a reasonable timeframe.

The balance sheet over the last six years is mixed. Much progress has been made in education in terms of higher enrolments, better quality and greater relevance in many countries. In particular, nine of the world's most populous countries -- Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan -- are working together to achieve Education for All. Even countries with a modest GNP per capita, such as Sri Lanka and Zimbabwe, are providing primary schooling to eight or more children out of ten. Such success stories demonstrate clearly that education for all is achievable and can become a reality within a few years.

But much more needs to be done. There are still 130 million children in the world who have no access to school, and the majority of them are girls. A large proportion of children, one third or more in many countries, do not complete primary education. Even of those who do finish, many do not acquire the essential skills and knowledge expected from primary education. Far too many children will soon join the world's 885 million illiterate adults, most of whom are women. Secondary education, so vital for development, is accessible only to 17 per cent of Sub-Saharan Africa's children. Thus it is clear that a much more concerted effort is needed to expand and improve educational opportunities, especially for girls and women.

It is unacceptable that a world that spends approximately US\$800 billion a year on weapons cannot find the money needed -- an estimated US\$6 billion per year -- to put every child in school by the year 2000. A mere one per cent decrease in military expenditure worldwide would be sufficient in financial terms. In Sub-Saharan Africa, only US\$2.5 billion per year would be needed to provide universal primary education. The international community and the developing world can and must invest in education, particularly in primary education, to achieve economic growth and poverty reduction.

The Amman meeting will be a milestone on the road to Education for All, which has well-known positive effects on economic development, infant mortality rates, reproductive health,

.../...

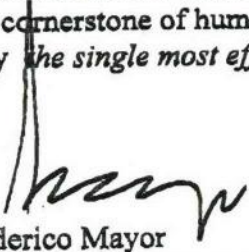
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birth rates, and the empowerment of people, especially women. Decisive and radical solutions must be found at both international and national levels to the problems that countries face in meeting the basic learning needs of their populations.

International commitment to the goal of Education for All has been reaffirmed at major global conferences, such as the International Conference on Population and Development, the World Summit for Social Development and the Fourth World Conference on Women. But declarations of intent are not enough. No real breakthrough will be possible unless the commitment is translated into a serious rethinking of resource priorities on the part of national leaders and the international community alike.

We wish to stress our conviction that basic education for all is not only a human right, but also the cornerstone of human development. Having access to quality basic education is probably *the single most effective means* to ensure democracy, sustainable development and peace.


Federico Mayor
Director-General, UNESCO

James Wolfensohn
President, World Bank

James Gustave Speth
Administrator, UNDP

Carol Bellamy
Executive Director, UNICEF

Nafis Sadik
Executive Director, UNFPA

F

A - L - I N - 1 N O T E

DATE: 27-Mar-1996 09:12pm

TO: See Distribution Below

FROM: Joan Santini, HDD

(JOAN SANTINI)

EXT.: 33437

SUBJECT: FYI re External Advisory Panel for Educ.

DISTRIBUTION:

TO: BRUNO LAPORTE

(BRUNO LAPORTE @A1@WBWASH)

TO: Diana Walker

(DIANA WALKER)

TO: Zenobia Panthaki

(ZENOBIA PANTHAKI)

A L - I N - 1 N O T E

DATE: 27-Mar-1996 09:11pm EST

TO: David de Ferranti (DAVID DE FERRANTI)

FROM: Joan Santini, HDD (JOAN SANTINI)

EXT.: 33437

SUBJECT: External Advisory Panel on Education

Dave,

As discussed, I called Bart Zjilstra and told him that you were making opening remarks at a seminar at 9:00 on Thursday and therefore unavailable to talk to Jo Ritzen then. We left it that you would fax your comments "shortly."

Joan

P - L - I N - 1 N O T E

DATE: 26-Mar-1996 09:45am EST

TO: See Distribution Below

FROM: Maris O'Rourke, HDD (MARIS OROURKE)

EXT.: 37096

SUBJECT: External Advisory Panel on Education

Hi

*I just spoke to Bart Zjilstra - he says Jo's diary is diabolical - he suggested that you fax Jo David with your comments and that meanwhile he will try to set up a phone call on Thursday 9am our time (the only time that looks even remotely possible)

I told him that as a CEO I would've objected to para 21 and that it's one thing to have your deficiencies pointed out but it's quite another for people to say they are going to delve into 'gathering evidence'/ fixing them etc.; that that is an internal matter for JDW; and that they surely have more to do with futuring, focusing on education etc as an advisory panel. Might be worth making that point again?

I gave him your name and phone number Joan as the contact.

Over to you David.

yours with smiles

Maris

DISTRIBUTION:

TO: David de Ferranti
TO: Joan Santini
TO: Zenobia Panthaki
TO: BRUNO LAPORTE

(DAVID DE FERRANTI)
(JOAN SANTINI)
(ZENOBIA PANTHAKI)
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file

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TO: BRUNO LAPORTE

(DAVID DE FERRANTI)
(JOAN SANTINI)
(ZENOBIA PANTHAKI)
(BRUNO LAPORTE @A1@WBWASH)

Coopers & Lybrand

management consultancy services

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London WC2N 6NN

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no of pages (including this) 1

11

day 06 month 03 year 96

to (name) Maris O'Rourke

company World Bank

town/country _____

fax number 001 202 522 3233

from (name) Quentin Thompson (dir fax 0171 213 2451)

building _____ room no _____ extension _____

message _____

- 1) Version very close to the previous one
- 2) Maris' comments have been taken into account
- 3) Problem with para on paragraph 21

please telephone _____ if this fax is incomplete or illegible

Coopers
& Lybrand

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services

1 Embankment Place
London WC2N 6NN

telephone (0171) 583 5000

cables Colybrand London
telex 887470
facsimile (0171) 822 4652

your reference

our reference

David de Ferranti
World Bank
Fax: 001 202 522 3235

Maris O'Rourke
World Bank
Fax: 001 202 522 3233

4 March 1996

Dear David / Maris

Education Panel

I attach a copy of the final version of the panel's report - I am sorry about the delay this is partly because of logistical problems with the Netherlands, partly communication problems with India - and partly a lack of my time.

Version 5, incorporating your comments, was sent to the panel members (not including Gordan Ambach as I thought we had agreed to bring him in at the next panel meeting). They all responded; I went to the Netherlands to discuss it with Minister Ritzen and the attached is the result.

Minister Ritzen now intends to send this version to the President; he will propose that he (as panel chairman) should have a meeting with the President to discuss the report. I think he will probably wait a week or so before doing this, just in case you need to do anything by way of preparation.

Yours

Quentin

QUENTIN THOMPSON
Partner
Coopers & Lybrand Associates

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External Advisory Panel on Education

An external reference group has been asked by the World Bank to advise on the future role of the Bank in education. After consultation within the Bank, invitations were extended to a group of individuals eminent in education, asking them to become members of an ongoing external advisory Panel on education. All accepted, and the Panel, now chaired by the Minister of Education, Culture and Science of the Netherlands, Dr Jo Ritzen, met for the first time in January 1996 in Washington. Panel members are listed in the Annex.

We started our work by recognising and welcoming the positive and effective role that the World Bank has played in the development of education. We see our task as being to build on that success and to help the Bank meet the new challenges of the future.

At our first meeting, we produced a draft document, which is attached. We consider that, to provide confident and effective advice, we need to discuss this document with the President and with members of the Board.

We hope to make a continuing contribution to the debate and to this end we plan to meet about twice a year. In the course of our future deliberations, we will also wish to engage in discussion with officials of the Bank at various levels.

J Ritzen
Minister of Education, Culture & Science
The Hague
The Netherlands

Advice to the World Bank from the External Advisory Panel on Education

Introduction

1 It is increasingly recognised that education plays an important role in the social and economic development of any country. This has produced a world-wide interest in education systems, and education now forms an integral part of most development processes. Demands have thus increased for international agencies to provide more resources, information and expertise to help develop and improve education systems.

2 The growing importance of education for the social and economic development of a country has also been recognised in the World Bank's work. The amount of loans for, and the attention paid to, education have increased significantly over the past five years or so.

3 The role of the World Bank in education is a dual one. First, and most directly, the Bank can be a key player in the development of education through the provision of advice and loans. Second, the Bank can encourage each country to build its own analytical and decision making capacity and then provide information and international expert advice, whenever sought, to assist that capacity.

4 There is a remarkable similarity across the world, in both developed and developing countries, not only in terms of the goals set for education but also in terms of shared problems. In order to enhance both **economic growth** and **social cohesion**, countries look for successful policies which:

- improve access - **equity** of education;
- increase participation - **quantity** of education;
- improve learning - **quality** of education.

5 Countries also face similar - though not identical - challenges and educational dilemmas (eg increasing demands, the impact of new technologies, shortage of resources, misallocated or badly targeted resources, curriculum content) and similar categories of choices as to solutions (eg more effective use of existing education resources, reallocation of

resources across government, new sources of revenue, increased efficiency, retrenchment). Of course the most appropriate balance of choices is likely to be very different from country to country.

6 Interdependence and international co-operation is needed, and is increasing, as these "environments in common" are recognised and as countries search for expert partners to help them improve and reform their systems to realise their goals. Thus the Bank needs increasingly to work with other international agencies, both those which provide direct support and assistance in this area as well as those which provide analytical capacity (eg UNESCO, OECD). While it is important for the Bank to work with other agencies, it is equally important to acknowledge that coordination of the various agencies should, wherever possible, be the legitimate responsibility of the country concerned.

7 In summary:

- the importance of education in a country's development is increasingly recognised;
- the Bank's involvement in education is rapidly growing;
- the similarity of goals and problems points to more and better co-operation between international agencies.

8 These developments mean that, in turn, the World Bank needs to expand its own perspective on education, recognising education's contribution to social as well as to economic goals. To this end, the Bank needs to ensure that its contribution is based on analysis which covers not only the economic but also the social dimensions of education - including the process capacity of the country. In the light of the above, the Panel has identified three areas which it believes should be given greater attention in the Bank's work; further, the Panel believes that the procedures and incentive mechanisms within the Bank should be adjusted so as to encourage this greater attention. The three areas are:

↓
not clear?

*

- understanding country circumstances;
- implementation;
- pursuit of the objective of social cohesion.

9 We elaborate on each of these three areas below.

A. Understanding country circumstances

10 There is a clear need for the Bank to be a genuine partner, that is one which listens and creates relationships of inter-dependency - and not those of simple dependency. Any Bank contribution must start from a realistic understanding of the country concerned, based on an interdisciplinary analysis covering:

- its political, social, cultural, psychological and economic contexts;
- its capacity for, and commitment to, change;
- the scope, preparedness and margin for change;
- the strengths and weaknesses of any levers available to bring about change.

11 Such **country based analysis** must be grounded in an understanding of the culture of the country; it should be undertaken jointly with key players within the country itself and should involve other partners where appropriate (eg NGOs). The result should be an analysis of the **problems** to be addressed which is both recognised, and accepted, by the key players within the country. This takes time and money, but it should be viewed as an essential investment not an expense to be minimised.

12 Only after such an analysis should **solutions** be considered - there are no 'right' answers in education and generalised solutions should not be applied. The Panel is keen to emphasise how important it is that approaches to solutions should be firmly based on a prior and broad based analysis of the context and of the problems, and should not be based on preconceived ideas of what the solutions ought to be. The derivation of solutions will also require an interdisciplinary approach drawing on practical experience, on an understanding of

education and on a knowledge of the country's context as well, of course, on any relevant economic theories.

13 Any Bank conditions for a project should also be relevant both to the project and to the country; any conditions should be clear and be debated and then agreed at the beginning in order to secure joint commitment to them. The Panel is concerned that the Bank should ensure that such **debate is actively held** and agreement consciously reached; it should also take great care not to impose any particular policy based on ideology.

B. Implementation

14 The Panel thinks that the process of implementation should receive more rigorous attention. There is a need to ensure that the importance of implementation is recognised within the country concerned so that national mechanisms are in place to record successful implementation and then to reward it. The World Bank can help Ministers commit to the need to secure change and to its implementation.

15 But the Panel thinks that the Bank can, and should, do more itself to develop an **analytical approach to the process of implementation** and to identify successful elements of implementation - and that this should form part of project design. To this end, the Panel thinks that the work of the Bank should include, for example:

- an analysis of the country context (covering all the factors outlined in paragraph 12 above);
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- consultation with all those likely to influence the success or otherwise of the project;
- ways of securing commitment from all the important constituencies;
- the communication of decisions in ways which encourage their acceptance;

*Section
on
conditionality
has been
deleted*

- identification of the incentives needed to produce successful implementation (both in the country and within the Bank);
- a timetable with clear milestones and intermediate (perhaps annual) review points.

16 Any successful **implementation strategy** will have the **capacity to learn and adapt** as an important component. This requires a continuous evaluation of the project during its implementation and a recognition that the plan of the project will itself evolve during the project (and not simply be a blueprint at the outset). This type of evaluation should be more powerful (and independent) than it currently is, and should form an integral part of the implementation programme. Of course, such an evaluation process should be in addition to the full evaluation of the project's educational impact when completed (which may only be possible after many years).

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19 The overall challenge for a country is clear: to create a peaceful and civilised world with sustainable growth and development, while also satisfying the cultural and material

aspirations of its citizens. Education has a central role to play in these goals. Of course it can not supply all the answers, but it has great potential to achieve social cohesion through:

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20 Thus the Bank must recognise that the contribution which an education project can make to improving social cohesion can be as valuable as the contribution it can make directly to improving economic development. This has implications for the breadth of the analytical base - both economic and other - brought to bear on any project.

Implications for the World Bank

21 ~~The~~ Panel has not sought to identify detailed implications of the above for the organisation or work of the Bank. However in the context of the above objectives, we found some concern about the analytical base used for assessing potential education projects and in particular about the uses made of various economic tools. Before we can comment on this, we need more empirical evidence about the current analytical capacity of the Bank and about the use made of the results of its analysis. To inform our next report, we intend to gather such evidence, both written and from discussions with Bank officials and others.

22 Nevertheless we have identified some areas to which we believe the Bank might usefully devote more attention. These provide a broad agenda for change and we will return to them in subsequent reports. The main changes would be to give more emphasis to:

- successful implementation through:
 - more attention being paid to the processes underlying implementation;
 - accordingly adjusting the approach adopted to project preparation;
 - providing incentives to staff to make such changes in emphasis;
- monitoring and evaluation of projects by:

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NEW
PROBLEM

- increasing the importance of evaluation in projects through building an evaluation process into project preparation and undertaking it throughout implementation;
- using a broader analytical basis in the development and assessment of projects by:
 - working closely with countries in the development of their own analytical base;
 - *NEW OK* increasing the level of skills, experience and understanding of education available within, or to, the Bank;
 - adopting a more interdisciplinary approach to analysis;
 - *NEW OK* adjusting the balance between the relevant factors in the assessment of projects by the Board (ie social as well as economic).
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Conclusion

23 The Bank has a real contribution to make and a strong comparative advantage in its resources, its access to countries, its global expertise, and its analytical capacity. Changes in the areas suggested will further improve the Bank's performance and help it to become a better partner in improving education world-wide. The above changes would mean that the Bank would change:

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March 1996

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Ministry of Pre-University & Vocational Education
Guinea

Mr Quentin Thompson
Partner, Education Consultancy
Coopers & Lybrand
United Kingdom

* not able to be present at the Panel discussions and so has not contributed to the report.

THE WORLD BANK

March 8, 1996

Dear Horis,

Hope your mission is going well and the travel/hotel arrangements held up. Things here have been smooth, but we are missing you.

Enclosed herewith is the report of the **External Advisory Panel on Education** which was faxed to us by Quentin Thompson. Bruno is looking at it carefully, but since it is a final version that will be sent to the President, he would like to have your comments/suggestions. We've been trying to get in touch with you, but telephone and fax lines to Tanzania are down, and AF2PH just informed us that you are in the field in any case. So we are sending this by courier as we believe you will receive it by Tuesday, March 12.

Could you please either call/send an EM to Bruno (his extension is 3-2780, mine is 3-3486).

Have a good balance trip and we look forward to seeing you on March 22.

Zandra

Enclosure:

255 51 44111

Coopers & Lybrand

management consultancy services

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London WC2N 6NN

local facsimile number:

telephone (0171) 583 5000
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message number:

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4

day 06 month 03 year 96

to (name) Maris O'Rourke

company World Bank

town/country _____

fax number 001 202 522 3233

from (name) Quentin Thompson (dir fax 0171 213 2451)

building _____ room no _____ extension _____

message _____

please telephone _____ if this fax is incomplete or illegible

your reference

our reference

David de Ferranti
World Bank
Fax: 001 202 522 3235

Maris O'Rourke
World Bank
Fax: 001 202 522 3233

4 March 1996

Dear David / Maris

Education Panel

I attach a copy of the final version of the panel's report - I am sorry about the delay this is partly because of logistical problems with the Netherlands, partly communication problems with India - and partly a lack of my time.

Version 5, incorporating your comments, was sent to the panel members (not including Gordan Ambach as I thought we had agreed to bring him in at the next panel meeting). They all responded; I went to the Netherlands to discuss it with Minister Ritzen and the attached is the result.

Minister Ritzen now intends to send this version to the President; he will propose that he (as panel chairman) should have a meeting with the President to discuss the report. I think he will probably wait a week or so before doing this, just in case you need to do anything by way of preparation.

Yours

Quentin

QUENTIN THOMPSON
Partner
Coopers & Lybrand Associates

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External Advisory Panel on Education

An external reference group has been asked by the World Bank to advise on the future role of the Bank in education. After consultation within the Bank, invitations were extended to a group of individuals eminent in education, asking them to become members of an ongoing external advisory Panel on education. All accepted, and the Panel, now chaired by the Minister of Education, Culture and Science of the Netherlands, Dr Jo Ritzen, met for the first time in January 1996 in Washington. Panel members are listed in the Annex.

We started our work by recognising and welcoming the positive and effective role that the World Bank has played in the development of education. We see our task as being to build on that success and to help the Bank meet the new challenges of the future.

At our first meeting, we produced a draft document, which is attached. We consider that, to provide confident and effective advice, we need to discuss this document with the President and with members of the Board.

We hope to make a continuing contribution to the debate and to this end we plan to meet about twice a year. In the course of our future deliberations, we will also wish to engage in discussion with officials of the Bank at various levels.

J Ritzen
Minister of Education, Culture & Science
The Hague
The Netherlands

Advice to the World Bank from the External Advisory Panel on Education

Introduction

1 It is increasingly recognised that education plays an important role in the social and economic development of any country. This has produced a world-wide interest in education systems, and education now forms an integral part of most development processes. Demands have thus increased for international agencies to provide more resources, information and expertise to help develop and improve education systems.

2 The growing importance of education for the social and economic development of a country has also been recognised in the World Bank's work. The amount of loans for, and the attention paid to, education have increased significantly over the past five years or so.

3 The role of the World Bank in education is a dual one. First, and most directly, the Bank can be a key player in the development of education through the provision of advice and loans. Second, the Bank can encourage each country to build its own analytical and decision making capacity and then provide information and international expert advice, whenever sought, to assist that capacity.

4 There is a remarkable similarity across the world, in both developed and developing countries, not only in terms of the goals set for education but also in terms of shared problems. In order to enhance both **economic growth** and **social cohesion**, countries look for successful policies which:

- improve access - **equity** of education;
- increase participation - **quantity** of education;
- improve learning - **quality** of education.

5 Countries also face similar - though not identical - challenges and educational dilemmas (eg increasing demands, the impact of new technologies, shortage of resources, misallocated or badly targeted resources, curriculum content) and similar categories of choices as to solutions (eg more effective use of existing education resources, reallocation of

resources across government, new sources of revenue, increased efficiency, retrenchment). Of course the most appropriate balance of choices is likely to be very different from country to country.

6 Interdependence and international co-operation is needed, and is increasing, as these "environments in common" are recognised and as countries search for expert partners to help them improve and reform their systems to realise their goals. Thus the Bank needs increasingly to work with other international agencies, both those which provide direct support and assistance in this area as well as those which provide analytical capacity (eg UNESCO, OECD). While it is important for the Bank to work with other agencies, it is equally important to acknowledge that coordination of the various agencies should, wherever possible, be the legitimate responsibility of the country concerned.

7 In summary:

- the importance of education in a country's development is increasingly recognised;
- the Bank's involvement in education is rapidly growing;
- the similarity of goals and problems points to more and better co-operation between international agencies.

8 These developments mean that, in turn, the World Bank needs to expand its own perspective on education, recognising education's contribution to social as well as to economic goals. To this end, the Bank needs to ensure that its contribution is based on analysis which covers not only the economic but also the social dimensions of education - including the process capacity of the country. In the light of the above, the Panel has identified three areas which it believes should be given greater attention in the Bank's work; further, the Panel believes that the procedures and incentive mechanisms within the Bank should be adjusted so as to encourage this greater attention. The three areas are:

- understanding country circumstances;
- implementation;
- pursuit of the objective of social cohesion.

9 We elaborate on each of these three areas below.

A. Understanding country circumstances

10 There is a clear need for the Bank to be a genuine partner, that is one which listens and creates relationships of inter-dependency - and not those of simple dependency. Any Bank contribution must start from a realistic understanding of the country concerned, based on an interdisciplinary analysis covering:

- its political, social, cultural, psychological and economic contexts;
- its capacity for, and commitment to, change;
- the scope, preparedness and margin for change;
- the strengths and weaknesses of any levers available to bring about change.

11 Such **country based analysis** must be grounded in an understanding of the culture of the country; it should be undertaken jointly with key players within the country itself and should involve other partners where appropriate (eg NGOs). The result should be an analysis of the **problems** to be addressed which is both recognised, and accepted, by the key players within the country. This takes time and money, but it should be viewed as an essential investment not an expense to be minimised.

12 Only after such an analysis should **solutions** be considered - there are no 'right' answers in education and generalised solutions should not be applied. The Panel is keen to emphasise how important it is that approaches to solutions should be firmly based on a prior and broad based analysis of the context and of the problems, and should not be based on preconceived ideas of what the solutions ought to be. The derivation of solutions will also require an interdisciplinary approach drawing on practical experience, on an understanding of

education and on a knowledge of the country's context as well, of course, on any relevant economic theories.

13 Any Bank conditions for a project should also be relevant both to the project and to the country; any conditions should be clear and be debated and then agreed at the beginning in order to secure joint commitment to them. The Panel is concerned that the Bank should ensure that such **debate is actively held** and agreement consciously reached; it should also take great care not to impose any particular policy based on ideology.

B. Implementation

14 The Panel thinks that the process of implementation should receive more rigorous attention. There is a need to ensure that the importance of implementation is recognised within the country concerned so that national mechanisms are in place to record successful implementation and then to reward it. The World Bank can help Ministers commit to the need to secure change and to its implementation.

15 But the Panel thinks that the Bank can, and should, do more itself to develop an **analytical approach to the process of implementation** and to identify successful elements of implementation - and that this should form part of project design. To this end, the Panel thinks that the work of the Bank should include, for example:

- an analysis of the country context (covering all the factors outlined in paragraph 12 above);
- the creation of an appropriate (but not over-detailed) information base;
- the identification of partners and "cause champions";
- consultation with all those likely to influence the success or otherwise of the project;
- ways of securing commitment from all the important constituencies;
- the communication of decisions in ways which encourage their acceptance;

- identification of the incentives needed to produce successful implementation (both in the country and within the Bank);
- a timetable with clear milestones and intermediate (perhaps annual) review points.

16 Any successful **implementation strategy** will have the **capacity to learn and adapt** as an important component. This requires a continuous evaluation of the project during its implementation and a recognition that the plan of the project will itself evolve during the project (and not simply be a blueprint at the outset). This type of evaluation should be more powerful (and independent) than it currently is, and should form an integral part of the implementation programme. Of course, such an evaluation process should be in addition to the full evaluation of the project's educational impact when completed (which may only be possible after many years).

17 To ensure adequate attention is paid to implementation, **evaluation should be built into project design** in such a way that individuals within the Bank can be held **accountable for the success** (or otherwise) of the implementation of a project. The design should be such that it provides positive incentives to staff to ensure that projects will be successfully implemented - incentives which are at least as great as those which currently exist for staff to secure agreement to a loan in the first place.

C. The objectives of social cohesion

18 The overall objectives of the Bank suggest that both economic growth and social cohesion are equally valid and important goals. There has been a tendency to view social cohesion merely as a contributor to economic growth whereas it is a **valid objective in its own right**. The Panel considers that it is essential that this validity should be fully recognised in the assessment of any potential project. In particular, education can have a major impact on social behaviour, and, whether it is intended or not, the education process contributes to the cohesion and development of a society both internally and internationally.

19 The overall challenge for a country is clear: to create a peaceful and civilised world with sustainable growth and development, while also satisfying the cultural and material

aspirations of its citizens. Education has a central role to play in these goals. Of course it can not supply all the answers, but it has great potential to achieve social cohesion through:

- enhancing people's awareness of the need to work together;
- transferring understanding and knowledge;
- providing the necessary skills to put knowledge into practice.

20 Thus the Bank must recognise that the contribution which an education project can make to improving social cohesion can be as valuable as the contribution it can make directly to improving economic development. This has implications for the breadth of the analytical base - both economic and other - brought to bear on any project.

Implications for the World Bank

21 The Panel has not sought to identify detailed implications of the above for the organisation or work of the Bank. However in the context of the above objectives, we found some concern about the analytical base used for assessing potential education projects and in particular about the uses made of various economic tools. Before we can comment on this, we need more empirical evidence about the current analytical capacity of the Bank and about the use made of the results of its analysis. To inform our next report, we intend to gather such evidence, both written and from discussions with Bank officials and others.

22 Nevertheless we have identified some areas to which we believe the Bank might usefully devote more attention. These provide a broad agenda for change and we will return to them in subsequent reports. The main changes would be to give more emphasis to:

- successful implementation through:
 - more attention being paid to the processes underlying implementation;
 - accordingly adjusting the approach adopted to project preparation;
 - providing incentives to staff to make such changes in emphasis;
- monitoring and evaluation of projects by:

- increasing the importance of evaluation in projects through building an evaluation process into project preparation and undertaking it throughout implementation;
- using a broader analytical basis in the development and assessment of projects by:
 - working closely with countries in the development of their own analytical base;
 - increasing the level of skills, experience and understanding of education available within, or to, the Bank;
 - adopting a more interdisciplinary approach to analysis;
 - adjusting the balance between the relevant factors in the assessment of projects by the Board (ie social as well as economic).
- working more with other partners, for example:
 - other multilateral and bilateral organisations;
 - local NGOs.

Conclusion

23 The Bank has a real contribution to make and a strong comparative advantage in its resources, its access to countries, its global expertise, and its analytical capacity. Changes in the areas suggested will further improve the Bank's performance and help it to become a better partner in improving education world-wide. The above changes would mean that the Bank would change:

- **from decider to facilitator;**
- **from providing answers to providing advice and information;**
- **from providing direct assistance to providing useful experience from elsewhere;**
- **from acting alone to working with partners.**

March 1996

Annex: Panel members

Chair:

Dr Jo M M Ritzen
Minister of Education, Culture and Science
The Netherlands

Other Members:

Mr Gordon Ambach*
Executive Director
Council of Chief State Schools Officers
The United States

Dr R V Vaidyanatha Ayyar
Joint Secretary for Education
Ministry of Human Resource Development
India

Mme Aicha Bah-Diallo
Minister
Ministry of Pre-University & Vocational Education
Guinea

Mr Quentin Thompson
Partner, Education Consultancy
Coopers & Lybrand
United Kingdom

* not able to be present at the Panel discussions and so has not contributed to the report.

F L - I N - 1 N O T E

DATE: 14-Mar-1996 01:57pm

TO: Maris Orourke - Tanzania Vi (MARIS OROURKE @A1@TANZIA)

FROM: Zenobia Panthaki, HDD (ZENOBIA PANTHAKI)

EXT.: 33486

SUBJECT: External Advisory Panel

Maris,

Bruno has been in contact with Minister Ritzen's Office and has asked them to hold off on sending the documents to the President. At David's request he is trying to arrange a telephone conference between you, David and Minister Ritzen on your return to discuss how the President should be approached.

In the event there is something urgent to do on the External Advisory Panel next week, Bruno would like to know whether he can ask Nick to handle or whether you would prefer to keep it between Dave and yourself. Could you please let us know as soon as possible.

Warm regards,

Zenobia

CC: BRUNO LAPORTE

(BRUNO LAPORTE @A1@WBWASH)

Mini Summit

A L - I N - 1 N O T E

DATE: 30-Apr-1996 10:02am

TO: Maris O'Rourke (MARIS OROURKE)

FROM: Michael Potashnik, LA3HR (MICHAEL POTASHNIK)

EXT.: 31985

SUBJECT: RE: Lunch etc

Maris,

I agree with your summary of our discussion. I think Mike can contribute as follows:

Research and Dissemination

I understand that Jacques has already spoken to Michael Moore about preparing a series of case studies on distance learning in several countries such as South Africa, Russia, and Brazil. I think that work would be useful and is in line with our lunch discussion.

Demonstration Projects/Operational Support

I would welcome Mike Moore's participation in the Minas distance learning teacher education project which we have also already agreed in principle with him. However, we need to define his precise role and the amount of time he will devote to the project.

There are some other Bank initiatives which he might become involved such as Egypt where there is a large distance learning project on the horizon. He might also have a role in India. This needs further discussion.

Staff Development

Mike is already committed for one month assignment with HRGLL. However, it would be useful to have his inputs on other staff development activities during the year. These inputs could be viewed as helping us define the focus of our work and equipping us with the knoweldge and tools needed to work in the field.

It is crucial that all of us who plan to work with Mike Moore have a clear understanding of our respective expectations and committments. The lunch on May 6 should do this as well as discuss other areas of cooperation.

On that subject, I would like to see if we can also work out a

specific agreement to collaborate on some of these issues Bank-wide, for say about 20% of my time, if you think that would be helpful to HDD and the Bank.

Hope this is helpful.

CC: Donald Winkler
CC: Zenobia Panthaki

(DONALD WINKLER)
(ZENOBIA PANTHAKI)

A L - I N - 1 N O T E

DATE: 30-Apr-1996 08:54am EST

TO: Maris O'Rourke (MARIS OROURKE)

FROM: Donald Winkler, LATAD (DONALD WINKLER)

EXT.: 38619

SUBJECT: RE: Lunch etc

Maris,

This sounds fine to me, but I think it would also be useful to get Mike's advice and participation in a couple of seminars/conferences that are in the planning stages. We are planning with EDI a Washington, DC, September seminar on satellite-based distance learning, and there is also the possibility of a distance learning seminar in the LAC Region, probably in collaboration with Chile's ENLACES program

Don

CC: Michael Potashnik (MICHAEL POTASHNIK)

CC: Zenobia Panthaki (ZENOBIA PANTHAKI)

fwdd to Lawitz

A L - I N - 1 N O T E

DATE: 29-Apr-1996 08:00pm EST

TO: Elkyn Chaparro (ELKYN CHAPARRO)

FROM: Robert Direnzo, IENTI (ROBERT DIRENZO)

EXT.: 37605

SUBJECT: RE: Brainstorming for MiniSummit on LD education...

Greetings:

1. Based on your input for the proposed dates, the TechNet Mini-Summit on Distance Education has been scheduled for June 5 in Room J1-050 from 1:30 to 5:00. This will be a half-day affair to present an overview of the work being done throughout the Bank and to help in structuring the one and one half day event to be tentatively scheduled to be held the week after the Bank's Annual Meetings (October 7-11) or possibly the week of the annual meetings.

2. Our next step would be to plan the agenda and confirm attendance by the panelists. **I would like to receive your comments and suggestions for speakers by Monday, May 6** so that they can be invited and can prepare their travel arrangements. The proposed schedule is as follows:

TECHNET MINI SUMMIT ON EDUCATION AND INFORMATION TECHNOLOGY
4 JUNE 1996 CONFERENCE ROOM J 1-050 1:30-5:00 PM

CHAIR
MARIS O'ROURKE - HUMAN DEVELOPMENT DEPARTMENT

1:30 - 1:45

OPENING REMARKS

J-F RISCHARD, VICE PRESIDENT (TENTATIVE) FINANCE AND PRIVATE SECTOR DEVELOPMENT

1:45 - 2:15

PRESENTATION: THE STATE OF THE ART IN DISTANCE EDUCATION

1. MICHAEL MOORE, DIRECTOR THE AMERICAN CENTER FOR THE STUDY OF DISTANCE
EDUCATION PENN STATE UNIVERSITY

2. STEPHEN ANZALONE, DIRECTOR, RESEARCH AND EVALUATION OF INTERNATIONAL
PROGRAMS, EDUCATION DEVELOPMENT CENTER (To present results of the EDC report on
"multichannel Learning")

3. JAMES S. CAREY, DIRECTOR, TELECOMMUNICATIONS AND INFORMATION TECHNOLOGY, SAN
DIEGO STATE UNIVERSITY (Presenting experience of the International Training
Center of the SDSI with VideoConferencing)

2:15 - 3:00

QUESTIONS & ANSWERS

3:00 - 3:45

PANEL DISCUSSION: THE WORLD BANK EXPERIENCE IN DISTANCE EDUCATION
ETIENNE BARANSHAMAJE, PETER KNIGHT, MICHAEL POTASHNIK, AND JOHN MIDDLETON
(others?)

3:45 - 4:00
QUESTIONS & ANSWERS

4:00 - 4:15
COFFEE/TEA BREAK

4:15 - 4:45
INFODEV AND DISTANCE EDUCATION
(SPEAKER TO BE DECIDED- Elkyn Chaparro?)

4:45 - 5:00
QUESTIONS & ANSWERS

CC: Sabine Perrissin-Fabert	(SABINE PERRISSIN-FABERT)
CC: Peter Knight	(PETER KNIGHT)
CC: Carlos Braga	(CARLOS BRAGA)
CC: Maris O'Rourke	(MARIS OROURKE)
CC: Michael Potashnik	(MICHAEL POTASHNIK)
CC: JOHN MIDDLETON	(JOHN MIDDLETON)
CC: ETIENNE BARANSHAMAJE	(ETIENNE BARANSHAMAJE @A1@WBWASH
CC: Catherine Kleynhoff	(CATHERINE KLEYNHOFF)
CC: Mary Helen O'Brien	(MARY HELEN O'BRIEN)
CC: Amanda Blakeley	(AMANDA BLAKELEY)
CC: AMY HORNG	(AMY HORNG)
CC: Jean-Francois Rischar	(JEAN-FRANCOIS RISCHARD)
CC: Peter Knight	(PETER KNIGHT)
CC: Eduardo Talero	(EDUARDO TALERO)
CC: Lauritz Holm-Nielsen	(LAURITZ HOLM-NIELSEN)

File

L - I N - 1 N O T E

DATE: 07-Mar-1996 04:39pm

TO: See Distribution Below

FROM: Robert Direnzo, IENTI (ROBERT DIRENZO)

EXT.: 37605

SUBJECT: TechNet Mini-Summit on Distance Education

To all:

Based on your responses to the proposed dates for the TechNet Mini-Summit on Distance Education, I have made the following arrangements:

Date: April 18
Location: H-2300
Time: 9AM to 5PM (this is not necessarily the duration of the event - only the availability of the room)

To follow up on Carlos request, I would appreciate suggestions for the agenda/speakers. The sooner we organize the Mini-Summit, the better the opportunity to launch a TechNet "think tank" (an Internet moderated conference on the topic) with a view to disseminate the discussion to a broader audience.

I look forward to your input.
Best regards.

Robert Direnzo

DISTRIBUTION:

TO: Carlos Braga	(CARLOS BRAGA)
TO: Kristin Hallberg	(KRISTIN HALLBERG)
TO: Jacques Van Der Gaag	(JACQUES VAN DER GAAG)
TO: Maris O'Rourke	(MARIS OROURKE)
TO: Elkyn Chaparro	(ELKYN CHAPARRO)
TO: Donald Winkler	(DONALD WINKLER)
TO: David de Ferranti	(DAVID DE FERRANTI)
TO: Peter Knight	(PETER KNIGHT)
TO: Dean Jamison	(DEAN JAMISON)
TO: Lauritz Holm-Nielsen	(LAURITZ HOLM-NIELSEN)
TO: Michael Potashnik	(MICHAEL POTASHNIK)
TO: Sri-ram Aiyer	(SRI-RAM AIYER)
TO: James Bond	(JAMES BOND)
TO: Eduardo Talero	(EDUARDO TALERO)
TO: JOHN MIDDLETON	(JOHN MIDDLETON)
TO: ETIENNE BARANSHAMAJE	(ETIENNE BARANSHAMAJE @A1@WBWASH)
TO: BRUNO LAPORTE	(BRUNO LAPORTE @A1@WBWASH)
TO: Zenobia Panthaki	(ZENOBIAN PANTHAKI)
TO: Vikas Sahasrabudhe	(VIKAS SAHASRABUDHE)

7 L - I N - 1 N O T E

DATE: 28-Feb-1996 04:25pm

TO: Jacques Van Der Gaag

(JACQUES VAN DER GAAG)

FROM: Carlos Braga, IENTI

(CARLOS BRAGA)

EXT.: 33927

SUBJECT: RE: re Mini summitt

Fine (please copy all messages on this topic to Robert Dierenzo). See you in March. Best.

CC: Maris O'Rourke

(MARIS OROURKE)

CC: Elkyn Chaparro

(ELKYN CHAPARRO)

CC: Donald Winkler

(DONALD WINKLER)

CC: David de Ferranti

(DAVID DE FERRANTI)

CC: Peter Knight

(PETER KNIGHT)

CC: Dean Jamison

(DEAN JAMISON)

CC: Lauritz Holm-Nielsen

(LAURITZ HOLM-NIELSEN)

CC: Michael Potashnik

(MICHAEL POTASHNIK)

CC: Sri-ram Aiyer

(SRI-RAM AIYER)

CC: James Bond

(JAMES BOND)

CC: Eduardo Talero

(EDUARDO TALERO)

CC: JOHN MIDDLETON

(JOHN MIDDLETON)

CC: ETIENNE BARANSHAMAJE

(ETIENNE BARANSHAMAJE @A1@WBWASH)

CC: Kristin Hallberg

(KRISTIN HALLBERG)

CC: BRUNO LAPORTE

(BRUNO LAPORTE @A1@WBWASH)

CC: Zenobia Panthaki

(ZENOBIA PANTHAKI)

7 7 L - I N - 1 N O T E

DATE: 28-Feb-1996 03:59pm

TO: Carlos Braga (CARLOS BRAGA)

FROM: Jacques Van Der Gaag, HDD (JACQUES VAN DER GAAG)

EXT.: 31991

SUBJECT: RE: re Mini summitt

Carlos,

I am very happy that you are willing to take this on. The suggested dates are both excellent, so please go ahead and get things going. I'll be back from mission March 11 and would like to discuss the program, speakers, etc. with you. I believe that Maris too will be back by then.

You can count on our input as soon as we are back in Washington, jacques.

CC: Maris O'Rourke	(MARIS OROURKE)
CC: Elkyn Chaparro	(ELKYN CHAPARRO)
CC: Donald Winkler	(DONALD WINKLER)
CC: David de Ferranti	(DAVID DE FERRANTI)
CC: Peter Knight	(PETER KNIGHT)
CC: Dean Jamison	(DEAN JAMISON)
CC: Lauritz Holm-Nielsen	(LAURITZ HOLM-NIELSEN)
CC: Michael Potashnik	(MICHAEL POTASHNIK)
CC: Sri-ram Aiyer	(SRI-RAM AIYER)
CC: James Bond	(JAMES BOND)
CC: Eduardo Talero	(EDUARDO TALERO)
CC: JOHN MIDDLETON	(JOHN MIDDLETON)
CC: ETIENNE BARANSHAMAJE	(ETIENNE BARANSHAMAJE @A1@WBWASH)
CC: Kristin Hallberg	(KRISTIN HALLBERG)
CC: BRUNO LAPORTE	(BRUNO LAPORTE @A1@WBWASH)
CC: Zenobia Panthaki	(ZENOBIA PANTHAKI)

7 7 L - I N - 1 N O T E

DATE: 28-Feb-1996 02:47pm

TO: Carlos Braga (CARLOS BRAGA)

FROM: Peter Knight, ESDEM (PETER KNIGHT)

EXT.: 36313

SUBJECT: RE: re Mini summitt

This is OK with me (16/17 April), but probably a bit on the late side given the speed with which things are moving.

Ca m'est egal.

Peter

CC: Maris O'Rourke	(MARIS OROURKE)
CC: Elkyn Chaparro	(ELKYN CHAPARRO)
CC: Donald Winkler	(DONALD WINKLER)
CC: David de Ferranti	(DAVID DE FERRANTI)
CC: Jacques Van Der Gaag	(JACQUES VAN DER GAAG)
CC: Dean Jamison	(DEAN JAMISON)
CC: Lauritz Holm-Nielsen	(LAURITZ HOLM-NIELSEN)
CC: Michael Potashnik	(MICHAEL POTASHNIK)
CC: Sri-ram Aiyer	(SRI-RAM AIYER)
CC: James Bond	(JAMES BOND)
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CC: JOHN MIDDLETON	(JOHN MIDDLETON)
CC: ETIENNE BARANSHAMAJE	(ETIENNE BARANSHAMAJE @A1@WBWASH)
CC: Kristin Hallberg	(KRISTIN HALLBERG)
CC: BRUNO LAPORTE	(BRUNO LAPORTE @A1@WBWASH)
CC: Zenobia Panthaki	(ZENOBIA PANTHAKI)

F O L - I N - 1 N O T E

DATE: 28-Feb-1996 12:34pm

TO: Maris O'Rourke (MARIS OROURKE)

FROM: Carlos Braga, IENTI (CARLOS BRAGA)

EXT.: 33927

SUBJECT: RE: re Mini summitt

This is a follow up to Elkyn's suggestion that TechNet could organize the seminar on long-distance education. After looking at TechNet's calendar, my initial suggestion is to have the seminar either on April 16 or April 18. If you agree with this arrangement, I will ask Mr. Robert Direnzo (X3-7605) to begin to organize the event in close cooperation with all involved (so please copy to him your reactions to these dates and the concept).

I would appreciate suggestions for the agenda/speakers. We could also use this opportunity to launch a TechNet "think tank" (an Internet moderated conference on the topic) with a view to disseminate the discussion to a broader audience. Best regards.

CC: Elkyn Chaparro	(ELKYN CHAPARRO)
CC: Donald Winkler	(DONALD WINKLER)
CC: David de Ferranti	(DAVID DE FERRANTI)
CC: Peter Knight	(PETER KNIGHT)
CC: Jacques Van Der Gaag	(JACQUES VAN DER GAAG)
CC: Dean Jamison	(DEAN JAMISON)
CC: Lauritz Holm-Nielsen	(LAURITZ HOLM-NIELSEN)
CC: Michael Potashnik	(MICHAEL POTASHNIK)
CC: Sri-ram Aiyer	(SRI-RAM AIYER)
CC: James Bond	(JAMES BOND)
CC: Eduardo Talero	(EDUARDO TALERO)
CC: JOHN MIDDLETON	(JOHN MIDDLETON)
CC: ETIENNE BARANSHAMAJE	(ETIENNE BARANSHAMAJE @A1@WBWASH)
CC: Kristin Hallberg	(KRISTIN HALLBERG)
CC: BRUNO LAPORTE	(BRUNO LAPORTE @A1@WBWASH)
CC: Zenobia Panthaki	(ZENOBIA PANTHAKI)

P, L - I N - 1 N O T E

DATE: 28-Feb-1996 06:20am

TO: Peter Knight (PETER KNIGHT)

FROM: Maris O'Rourke, HDD (MARIS OROURKE)

EXT.: 37096

SUBJECT: RE: re Mini summitt

St Patrick's Day sounds a good day to an O'Rourke!

I'll put through some notes to you

thanks

Maris

CC: Elkyn Chaparro	(ELKYN CHAPARRO)
CC: Donald Winkler	(DONALD WINKLER)
CC: David de Ferranti	(DAVID DE FERRANTI)
CC: Jacques Van Der Gaag	(JACQUES VAN DER GAAG)
CC: Dean Jamison	(DEAN JAMISON)
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CC: Zenobia Panthaki	(ZENOBIA PANTHAKI)

P L - I N - 1 N O T E

DATE: 28-Feb-1996 05:54am

TO: Maris O'Rourke (MARIS OROURKE)

FROM: Peter Knight, ESDEM (PETER KNIGHT)

EXT.: 36313

SUBJECT: RE: re Mini summitt

Maris, I am sure we can come up with what you are looking for. If you could leave a note with some of your ideas, I think it would help make you (virtually) present in this "mini-summit".

As I am now planning my own travel, which is very much keyed into the topics we will be discussing, I would appreciate it if we could now lock in the dates. As I said earlier, about the latest I can do this in March is the 17th. I Otherwise we are into early April.

Peter

CC: Elkyn Chaparro	(ELKYN CHAPARRO)
CC: Donald Winkler	(DONALD WINKLER)
CC: David de Ferranti	(DAVID DE FERRANTI)
CC: Jacques Van Der Gaag	(JACQUES VAN DER GAAG)
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CC: Zenobia Panthaki	(ZENOBIA PANTHAKI)

A L - I N - 1 N O T E

DATE: 27-Feb-1996 10:19pm

TO: Peter Knight (PETER KNIGHT)

FROM: Maris O'Rourke, HDD (MARIS OROURKE)

EXT.: 37096

SUBJECT: RE: re Mini summitt

thanks peter - yes it was a good start.

We're really pleased about Michael Moore and expect to get lots of value from his time with us all - I think its a nice example of the sorts of partnerships we can enter into to get to where we're trying to go.

I wish I could be here for the mini summit but hopefully it can clarify further where we need to target our energies so that we get some concrete results. I'd like to see a set of actions form it ie something that we can each do (however small) that collectively add up to a major move forward.

Maris

CC: Elkyn Chaparro	(ELKYN CHAPARRO)
CC: Donald Winkler	(DONALD WINKLER)
CC: David de Ferranti	(DAVID DE FERRANTI)
CC: Jacques Van Der Gaag	(JACQUES VAN DER GAAG)
CC: Dean Jamison	(DEAN JAMISON)
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7 4 L - I N - 1 N O T E

DATE: 27-Feb-1996 09:49pm

TO: Maris O'Rourke (MARIS OROURKE)

FROM: Peter Knight, ESDM (PETER KNIGHT)

EXT.: 36313

SUBJECT: RE: re Mini summitt

Sounds like an interesting meeting, Maris. We are moving on the contracts with Michael Moore.

Peter

CC: Elkyn Chaparro	(ELKYN CHAPARRO)
CC: Donald Winkler	(DONALD WINKLER)
CC: David de Ferranti	(DAVID DE FERRANTI)
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CC: Zenobia Panthaki	(ZENOBIA PANTHAKI)

A L - I N - 1 N O T E

DATE: 27-Feb-1996 07:29pm

TO: See Distribution Below

FROM: Maris O'Rourke, HDD (MARIS OROURKE)

EXT.: 37096

SUBJECT: re Mini summitt

Friends (to quote Elkyn)

I have only just got to the deluge of emails on this - it sounds like an excellent idea to have a mini-summit. Clearly there's a lot going on and tremendous amounts of energy and enthusiasm around - so it's the teachable and learnable moment!

In my round of regional consultations this issue of how best to use information technology to improve learning and access came up in many ways - lots of people are wrestling with this - which is why we've put it on our FY97 program to explore. It's bigger than is being currently described.

I've attached some notes I took from a lunch meeting a small group of us had last week.

I'm away until March 22 but Jacques has kindly agreed to be the HDD point person for any arrangements etc.

Let's get together on this - its going to need all of us if we're to succeed and get on the front foot

aroha

Maris.

DISTRIBUTION:

TO: Elkyn Chaparro	(ELKYN CHAPARRO)
TO: Donald Winkler	(DONALD WINKLER)
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TO: Peter Knight	(PETER KNIGHT)
TO: Jacques Van Der Gaag	(JACQUES VAN DER GAAG)
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(KRISTIN HALLBERG)
(BRUNO LAPORTE @A1@WBWASH)
(ZENOBIA PANTHAKI)

7 7 L - I N - 1 N O T E

DATE: 27-Feb-1996 06:14pm EST

TO: See Distribution Below

FROM: Maris O'Rourke, HDD

(MARIS OROURKE)

EXT.: 37096

SUBJECT: technology lunch

Thanks for a fascinating meeting!

My notes look like this:

The business of the future will be knowledge - it will be the new 'coin of the realm'. Development will be about this and this is where the gaps will widen between the 'haves' and 'have nots'.

So we in the Bank will need to know:

- ~how societies generate, mobilise and use knowledge
- ~how the knowledge business works and how to improve it

so that we can incorporate this into our work.

Some areas that need to be explored are:

- ~in assessing the knowledge business - what are the constraints for developing countries? We need tools to describe this.
- ~how to improve access, organise to learn and introduce technology for learning in useful ways
- ~what does this mean for science education and postcompulsory education ie can a country go into the knowledge business without this capacity?
- ~how to improve content so that learning occurs (not just edutainment)
- ~what will be the new roles for teachers?and how should we train them for those?
- ~what is the role of Internet?who benefits?who learns?
- ~what will be the role of the private sector in knowledge accumulation?

Using technology to generate mobilise and use knowledge is efficient, probably effective but not cheaper.

The Bank has to address getting:

- ~policy and priorities right
- ~staff development and
- ~ experiments, trials, pilots up and running.

was a good preliminary exploration and we agreed to meet again.

DISTRIBUTION:

TO: Michael Potashnik
TO: Lauritz Holm-Nielsen
TO: Jacques Van Der Gaag
TO: Elkyn Chaparro

(MICHAEL POTASHNIK)
(LAURITZ HOLM-NIELSEN)
(JACQUES VAN DER GAAG)
(ELKYN CHAPARRO)